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ABSTRACT

This employer's guide is part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The main purpose of this guide is to help employers who are interested in hiring women returning to paid work after spending time as homemakers or volunteers. Materials in this guide and the accompanying counselor's guide and Women's Workbook can also be used to help working women use their unpaid work skills for job changes or advancement. The introductory chapter presents a rationale for recognizing homemaking and volunteer skills and discusses the identification and assessment of these skills. Chapter Two describes the development of the HAVE Skills Assessment Survey. Chapter Three explains the development and use of the HAVE Skills Chart which links occupational groups with 28 "I Can" lists or competency statements for skills used by homemakers and volunteers. Chapter Four discusses the development of screening instruments using the "I Can" lists. The final chapter focuses on the issue of job credit for volunteer work experience. The HAVE Skills Survey and "I Can" lists are included in the appendices. (NRB)

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PROJECT HAVE SKILLS

A Program for Matching Women and Jobs

EMPLOYER'S GUIDE

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CHAPTER 1

INTRODUCTION

Most businesses and their personnel executives are interested in finding mature, reliable, and experienced workers. They are especially eager to find workers with these characteristics who can also help them in meeting Affirmative Action goals. Yet there is a large pool of just these kinds of people who are underemployed or unemployed. These are individuals, such as women re-entering the job market, who have extensive, job-relevant unpaid work experience acquired from their work in volunteer organizations, community services activities, and the home.

The main purpose of this guide is to help employers who are interested in hiring women who are returning to paid work after spending a period of time as homemakers and volunteers. However, the HAVE (Homemaking And Volunteer Experience) Skills materials can also be used by employers to help employees use their unpaid work skills in job changing or advancement.

The Project HAVE Skills materials include:

- The Project HAVE Skills Women's Workbook
- The Project HAVE Skills Counselor's Guide
- The Project HAVE Skills Employer's Guide

The chief purpose of these materials is to help women receive recognition of the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. The materials were developed under a grant from the Women's Educational Equity Act Program of the U.S. Department of Education.

Why It Is Important to Recognize Women's Homemaking and Volunteer Work Skills. Most employers are aware that improved recognition of the skills that women learn in homemaking, community service, volunteer work, and other unpaid work would significantly improve their ability to recruit adult women returning to the labor force. Fewer employers are aware that failure to recognize women's experiential learning may be contrary to equal employment opportunity goals.

A leaflet on Equal Employment Opportunity for State and Local Governments (United States Civil Service Commission, 1974) says:

> Many State and local governments do not permit consideration of volunteer or other unpaid work when they evaluate the experience of applicants for employment. This policy impacts adversely on minorities and women. Minorities and women have been excluded from jobs which might give

the experience necessary to qualify for better jobs. In addition, women more than any other group of employees interrupt their careers for a period of time to assume the responsibilities of having children and raising them. Nevertheless they have engaged in productive volunteer activity from which they have developed knowledge and skills. This experience enhances their value as prospective employees and ought to be recognized.

Legal articles also support the elimination of credential requirements and their replacement with job related skills. For example, an article in the Georgetown Law Review (White and Francis, 1976), states that "credential requirements are inherently discriminatory because minorities, women, and older workers have less time and money to spend on schooling than white males." They continue by noting that "credential requirements undervalue experience and overvalue educational achievement" and say that use of credential requirements means that job applicants must have acquired their knowledge and skills in a certain way.

Barriers to the Acceptance of Women's Nonmarket Work Experience. There are six barriers that limit the recognition and acceptance of women's nonmarket work experience:

- Identification: Job applications and employment interviewers often neglect to ask women about their volunteer work, community service, and homemaking experiences. Additionally, women themselves often fail to bring such experience to the attention of potential employers.

- Articulation: Employers and their personnel officers lack materials that show the relationship between unpaid work experience and the requirements of paid jobs. Thus, although they are aware that a woman has extensive volunteer work experience, they are unable to use this information in making a job placement.

- Assessment: Tests and other systems that have been developed and validated for job selection have focused on the relevance of previous formal education and paid work experience. They may be less effective in the assessment of nonformal education and unpaid work.

- Financial: Since assessment of life experience learning is often individualized, it tends to be time-consuming and, therefore, costly. Any assessment method used by employers must offset these costs through lower training costs, higher productivity, or other similar benefits.

- Organization of knowledge: Because of the manner in which it is acquired, experiential learning is often structured differently than

learning acquired through formal instruction. Adult experiential learners may have "spotty" areas of knowledge, with many, but not all, of the skills needed to enter an occupation.

- Beliefs: Many people think that only work which is done for pay is "real" work. Also sex stereotypes have caused the depreciation of much of the unpaid work done by women. These myths lead people to the mistaken belief that this work is trivial and of little significance.

What steps can a personnel officer or employer take to overcome these obstacles?

Identifying Unpaid Work Experience. The first and most obvious step in identifying women's unpaid work experience is to be sure that job application forms and job interviews are structured to obtain information about volunteer work, community service, and other opportunities for experiential learning. Interviewers should be made aware of two possible problems in eliciting information about unpaid work experience: (1) women often describe volunteer work in terms of the setting in which it was done (e.g., "I did some volunteer work for the hospital") rather than in terms of the job functions they performed. It is important that the interviewer probe to find out if this "work for the hospital" involved fund raising, operating the gift shop, medical laboratory assistance, or some other function; (2) women often tend to depreciate their own abilities. It is important for the personnel worker to identify the level and scope of responsibility in unpaid work as well as the specific tasks and duties. Volunteer organizations should be encouraged to develop job descriptions and to provide worker evaluations that can be reviewed by employers.

A survey of adult women's experiences and skills done for a related project (Ekstrom, Beier, Davis, Gruenberg, in press) found that evaluating and purchasing food, cooking, and managing money were among the most common homemaking activities. However, surprisingly large proportions of the 131 women surveyed, whose average age was 40, had done some less traditional homemaking tasks. Forty percent had made automobile repairs, 46% had made plumbing repairs, 49% had done electrical and small appliance repairs, 49% had done carpentry or home construction projects, 84% refinished furniture, and 86% could do painting, wallpapering, or tile setting. Similarly, although quantity food cooking and teaching groups of children were among the commonest volunteer work activities, 63% had trained other volunteers and 47% had supervised other volunteers. Fifty-two percent had conducted telephone or questionnaire surveys, 47% had managed a sale or shop, 45% had written newspaper articles, and 39% had been responsible for the financial management of their organization.

In this guide we provide a copy of a survey that can help employers to identify women's job-relevant skills and experience.

Investigating the Articulation between Unpaid Work and Paid Jobs. Once a personnel administrator understands the types of unpaid work skills that

adult women are likely to have acquired, s/he can begin to determine how those skills relate to the jobs in a given business, industry, or service. Two research studies have attempted to identify the relationship between homemaking and paid work. Nickse (1975) asked 29 administrators to rate the relevance of homemaking competencies for professional and paraprofessional jobs in human service agencies. All competency areas received mean ratings indicating that they included essential or desirable job skills; the competencies were considered more relevant for the professional level jobs than for paraprofessional positions. Arvey and Begalla (1975) used the Position Analysis Questionnaire (PAQ) to compare homemaking with over 1,000 jobs. Among the 15 jobs with the greatest similarity to homemaking were patrolman, home economist, fire fighter, electrician foreman, hydroelectric machinery mechanic, repair lineman, and vocational training instructor.

Hybels (1979) found that 44% of a national sample of women in jobs involving public relations work report that they developed their job skills partly or totally through volunteer work, as did 39% of women in management jobs, 28% in counseling, 25% in teaching, 23% in bookkeeping, 22% in clerical work, and 20% in research and writing jobs.

In Project HAVE Skills we have developed a chart which shows the relationship between 28 areas of homemaking and volunteer work experience and Department of Labor occupational groups. There is a need for further research on the relationship between skills learned in unpaid work and those used in paid jobs.

Improving Assessment. Assessing the job skills of re-entry women with volunteer work or other unpaid work experience should be no different than assessing the skills of any other job applicant. If a selection test, such as a typing test, is typically used for a position, it ought to be appropriate for assessing the skills of all job applicants. In some cases, test content analyses and/or separate validity studies for re-entry women in comparison to other job applicants may need to be done. This is especially true if there is any suggestion of adverse impact or other evidence that the selection test may be "screening out" apparently well-qualified individuals.

Personnel administrators supervising the use of tests and other traditional assessment devices should review them to see if they contain the kinds of content bias that lessen their effectiveness with individuals who may have acquired job-relevant knowledge through unpaid work experience and nonformal education. Four kinds of content bias can affect the use of a test with women and minorities. These are: (1) numerical bias, (2) role bias, (3) status bias, and (4) stereotypic bias. A fifth type of bias, called familiarity bias, is a special problem when assessing the skills of re-entry women or other groups that may have less formal education or paid work experience but who have other extensive and job-relevant experience.

Numerical bias occurs when women, minorities, or other groups are underrepresented or missing in job selection test content. The covert message of such bias is that this occupation is not open to all.

Role bias occurs when the members of a group are shown in only a limited number of activities. Test content analysis has shown that women are depicted primarily as housewives, teachers, or secretaries. The subtle message is that these are the most appropriate jobs for women.

Status bias is related to role bias and occurs when tests fail to show the members of a group in positions that involve leadership and authority. For example, tests that depict employment settings often show women as subordinates but rarely show them as supervisors. This implies that women cannot advance up the career ladder; it also can discourage career aspirations.

Stereotypic bias occurs where the members of a group are uniformly portrayed as having or lacking certain aptitudes, interests, or personality characteristics. Tests and other materials often portray women as less assertive than men; when such tests are employed in job selection, women may interpret this as an indication that assertive behavior is not viewed as desirable and, thus, fail to demonstrate their ability to assert themselves when selling a product or when supervising others.

Familiarity bias occurs when the individuals in one group have had a greater opportunity to experience the situations depicted in a test item than those in another group, even though both groups have the same level of skills in the area the item is intended to assess. Such familiarity bias may occur when textbook-oriented rather than real-life conditions are used in test items. It may also occur when the item setting is less familiar to one group than another. For example, a spatial test may liken the visualization process to what is involved in working with sheet metal. Yet the same kind of visualization is involved in working with dress patterns. Similarly, mechanical aptitude tests often depict construction work and settings where paid work is being done rather than showing these same activities being carried out as part of home maintenance and repair. Such content bias may contribute significantly to the sex differences reported in these types of tests. Until the problem of familiarity bias in test content is remedied, it is important for personnel officers to see that such bias does not result in "screening out" individuals who have gained job-relevant experience from unpaid work and experiential learning.

A second kind of problem associated with assessing re-entry women's volunteer work and other unpaid work experience is the lack of job descriptions, work evaluations, and references from supervisors. In some cases, a phone call to a local volunteer organization is all that is needed to obtain such information. Personnel administrators should encourage and work with the volunteer groups in their community to help these groups develop the kinds of job descriptions, training descriptions, evaluations and references that will be of maximum assistance to volunteers who used unpaid work as a way of maintaining or developing job-relevant skills. Copies of forms to facilitate collecting descriptions of volunteer jobs and references for work in such jobs can be found on pages 8 and 9. These are copied from a leaflet produced by the California Office for Citizen Initiative and Voluntary Action in cooperation

with business groups. For more information about working with volunteer organizations and agencies, write to Volunteer: National Center for Citizen Involvement, P.O. Box 4179, Boulder, Colorado 80306 or phone (303) 447-0492.

In some cases, it may be impossible for a personnel office to obtain descriptive and evaluative information about a woman's unpaid work from a supervisor or other third party. In these circumstances it is probably best to assess the self-descriptive information from the woman exactly as would be done for someone who has comparable paid employment experience but whose former employer or supervisor cannot be reached for verification.

Finally, it is important for a personnel office to assess all of the skills of re-entry women, not just those which are involved in an entry-level job. Data from our research and from other projects involving adult women show that re-entry women often have developed interpersonal and managerial skills to a high level through their unpaid work, but that they may have less well developed technical skills. If only the entry-level technical skills are assessed, companies may overlook the management development potential of re-entry women with extensive experience in leading community and volunteer groups. Often, only a relatively short period of on-the-job learning to acquire or update technical and professional skills is needed before such women can be advanced into supervisory roles or placed in management training programs.

Dealing with Knowledge Gaps. The problem of knowledge gaps can be solved best after assessment. The employer may wish to hire the individual with the understanding that s/he takes certain courses or training programs to "fill in the gaps." Written agreements about employee advancement after completion of such training may be useful. If there is a consistent pattern of gaps in experiential knowledge that can be observed across a number of prospective employees, it may be useful to develop a training program to meet this need, or to confer with a local college about the desirability of providing such a program.

Changing Beliefs. As more companies hire re-entry women and other individuals who have learned their job skills through unpaid work, it will become increasingly important to maintain good records of the capabilities and accomplishments of these people. Only through the careful analysis of such information can evidence be obtained to dispel the myths about unpaid work and to provide equal opportunity to those individuals who have the ability and motivation to be one of the most important parts of the labor force of the future.

Why Hire Re-entry Women? Many employers are interested in hiring adult women returning to the paid work force. Here are some reasons why employers are hiring mature workers:

- Workers 45 and over quit their jobs less than half as often as younger workers.

- Workers 45 and over are half as likely to change jobs as younger workers.

- Workers hired after age 40 usually attain higher performance ratings in a shorter time than workers hired before age 30.

- The number of workdays lost, for all reasons, goes down as age increases. Workers over age 50 lose fewer workdays than those under age 50.

- Older workers tend to have a more positive attitude toward work than do younger workers.

Employers who hire adult women are often able to reduce their turnover rates and thus reduce the costs of on-the-job training for new workers. Re-entry women who have been leaders in their community or in a volunteer organization usually have excellent managerial and interpersonal skills. In addition, they have learned how to motivate others using psychic, rather than monetary, rewards.

Plan of This Guide. The remainder of this guide has four chapters. Chapter 2 describes the Development of the HAVE Skills Assessment Survey. The survey includes 132 skills which are commonly found among adult women and which were rated by personnel specialists as being generalizable to a fairly wide range of occupations. Chapter 3 describes the Development and Use of the HAVE Skills Chart. The chart links Occupational Groups (from the Dictionary of Occupational Titles) with 28 "I Can" lists. The "I Can" lists are competency statements for skills that are learned or used by women in their homemaking and volunteer work. Chapter 4 describes how employers can develop their own screening instrument for any occupation or group of occupations using material from the "I Can" lists. The final chapter, by Carol Truesdell, discusses the value of giving job credit for volunteer work experience. The HAVE Skills Survey and the "I Can" lists appear in the Appendices to this volume.

VOLUNTEER JOB DESCRIPTION FORM

Title of Position: _____ Date: _____

Department/Location: _____

Reports to (title and name): _____

General Nature, Scope, and Purpose of the Position:

Duties and Responsibilities (list in order of importance):

Supervisory Responsibilities (how many, job titles, type of supervision given):

VOLUNTEER WORK EXPERIENCE
REFERENCE FORM

Agency/Organization Served

Name: _____

Address: _____

Telephone: _____

Volunteer

Name: _____

Address: _____

Telephone: _____

Volunteer Job Title: _____

Description of skills, knowledge and abilities to perform duties and responsibilities of the job (include equipment and tools used):

_____

_____

_____

_____

Number and type of workers supervised: _____

_____

Dates of service in this volunteer job: From: _____ to: _____

Length of service in this volunteer job: _____ years

_____ months

_____ weeks

Actual hours served in this job: _____ per day _____ per week

_____ per month _____ total hours

Signature of Volunteer Worker: _____

Signature of Volunteer Services Supervisor: _____

Name: _____

Title: _____

Telephone: _____ Date: _____

(Note to Volunteer Worker: This certification is your record of your volunteer experience. It should be retained, as you might wish verification for a future job reference.)

CHAPTER 2

DEVELOPMENT OF THE HAVE SKILLS ASSESSMENT SURVEY

A set of questionnaire items, describing skills that women learn through homemaking and volunteer work, was prepared. The development of these items began with a review of the "I Can" lists in How to Get College Credit for What You Have Learned as a Homemaker and Volunteer (Ekstrom, Harris and Lockheed, 1977). Items were selected from these lists if the skill described was job-relevant. Next, additional "I Can" lists were developed to cover skills and areas not previously included and representative items were selected from these new lists.

The final questionnaire consisted of 524 items covering skills related to: Administration and Management, Animal Care, Clerical Work, Communications, Community Resources and Services, Consumer Economics, Counseling and Interpersonal Relations, Design and Aesthetics, Emergency Care and Crisis Intervention, Financial Management and Sales, Food Preparation and Nutrition, Fund Raising, Health and Child Care, Horticulture, Legal and Civil Rights, Physical and Mechanical Tasks, Problem Solving, Research, and Teaching or Training.

Using these items, two versions of the questionnaire were prepared, one for women and one for personnel specialists.

In the women's questionnaire, the respondents were asked to rate their experience and skill on a scale ranging from 3 = I do this frequently to 0 = I have never done this. In the personnel specialist's version, the respondents were asked to rate these same skills on a scale of job-relevance ranging from 3 = Relevant for many jobs to 0 = Not job-relevant. The personnel specialists were also asked to list a paid job requiring each of the 524 skills.

The women's questionnaire was sent to 125 adult women who had previously agreed, as a result of project publicity, to take part in this research. One hundred twenty-two responses were received, a response rate of 98%.

Eighty-seven percent of the women respondents are white, 8% are black, and the remainder represent other minorities. Twenty-three percent had completed their education in high school; 19% had attended college, but had not received a degree; 25% are college graduates and the remainder have attended graduate school. Nearly half (40%) of the women were over age 35. The average respondent has two children. About one-third of the women respondents live in an urban area, another third live in a suburban area, and the remainder live in small towns or rural areas.

The personnel specialists version was sent to 96 individuals who had indicated an interest in this research; 56 responses were received (a response rate of 58%). Approximately half of the personnel specialists (52%) are

employed by service-oriented businesses. About a quarter (23%) are employed in manufacturing firms. Fourteen percent are employed in transportation, communications, and utilities companies.

The average ratings by the women and by the personnel specialists on each questionnaire scale are shown in Table 1. As can be seen, the women have the most extensive experience in consumer economics, food preparation and nutrition, and health and child care. These areas are all related to homemaking and we should not be surprised that they represent women's most frequently used skills. The highest skill frequency area which appears unrelated to homemaking is clerical work. When we asked the women about previous paid work experience, we found that 20% had done secretarial work, 14% had been shipping or stockroom clerks, 11% had been cashiers, 8% had been typists, and 14% had done other kinds of clerical work. It seems likely that these women are maintaining and using these same skills in unpaid clerical work for volunteer organizations.

Table 1

Mean Ratings by Women and by Personnel Specialists

Skills Area	Women's Experience	Personnel Ratings of Job-Relevance
Administration and Management	1.54	1.93
Animal Care	0.48	0.70
Clerical	2.02	2.42
Communications	1.70	1.77
Community Resources and Services	1.35	1.24
Consumer Economics	2.56	0.83
Counseling and Interpersonal	1.81	1.46
Design and Aesthetics	1.83	0.87
Emergency and Crisis Intervention	1.27	1.30
Financial Management and Sales	1.32	1.64
Food Preparation and Nutrition	2.34	1.11
Fund Raising	1.20	1.05
Health and Child Care	2.10	1.02
Horticulture	1.70	0.86
Legal and Civil Rights	0.70	1.21
Mechanical and Physical	1.39	1.18
Problem Solving	1.81	1.72
Research	1.31	1.38
Teaching and Training	1.83	1.39

Other skill areas in which the women respondents appear to have fairly extensive experience are design and aesthetics, teaching and training, counseling and interpersonal, problem solving, horticulture, and administration and management. The only two areas in which the women's skills appear to be quite limited are animal care and civil and legal rights.

The personnel specialists gave the highest rating for job-relevance to the clerical skill area. Other skills areas which were rated moderately high by the personnel specialists are administration and management, problem solving, communications, and financial management and sales. The four skill areas which the personnel specialists rated as having the most limited job-relevance were: animal care, consumer economics, design and aesthetics, and horticulture.

The experience ratings for women confirm what other research has shown; adult women, on the average, spend more time in homemaking and volunteer work activities which develop their interpersonal skills than in activities which develop more nontraditional skills and abilities. These ratings also provide considerable evidence that adult women have acquired skills that are relevant to a wide range of careers. The experience ratings in areas, such as problem solving, communications, and administration/management are all above the mid-point of our scale. Each of these areas represents a generic skill that should be transferable to a large number of occupations.

The skills which were rated by women as things which they did fairly frequently (average rating of 1.5 or higher) and which were also rated by the personnel specialists as having fairly broad job-relevance (average rating of 1.5 or higher) were compiled into the HAVE Skills Assessment Survey. A copy of this survey and an interpretive key can be found in Appendix A. The key shows the occupational groups requiring the indicated skill, according to the personnel specialists. The occupational groups are listed in the key in order of the frequency in which they were mentioned. Each occupational group listed in the key was mentioned by more than 10% of the group of personnel specialists as requiring the indicated skill.

The name of an occupational group in this key should <u>not</u> be interpreted as indicating that we believe adult women have acquired, through their homemaking and volunteer experience, <u>all</u> the skills necessary to enter the indicated occupation. What we are suggesting through this research is that adult women who have experience and skills relevant to a wide variety of occupations be placed in appropriate jobs in which they can use that experience and skill. In addition, employers may wish to encourage adult women to enroll in training programs where they can acquire other skills and knowledge to supplement their experiential learning. Community colleges, vocational and technical institutes, and other educational institutions are frequently able to provide instruction in specific technical skills to fill knowledge gaps in adult's experiential learning.

If the occupation requires a license or certificate, there may be local colleges which will not only provide the required training but which also

award academic credit for life experience learning in these areas. The Council for the Advancement of Experiential Learning (CAEL), Lakefront North, Suite 300, Columbia, Maryland 21044, can provide more information about this process. The council operates a toll-free telephone service (800-638-7813) which will provide the names of colleges that award credit for prior learning; they will also identify the kinds of curricula or programs in which such credit is available.

Many colleges are now willing to award academic credit for what adults learn in company-sponsored training courses. The American Council on Education will visit training programs and determine the number and level of college credits which can be awarded to individuals who complete the program successfully. A book, The National Guide to Credit Recommendations for Non-collegiate Courses, describing this process and indicating the business and industrial training programs which have already been assessed, is available for $12.00 from the American Council on Education, One Dupont Circle, Washington, D.C. 20036. Thus, employers who develop their own training programs for re-entry women and other workers may be able, at the same time, to assist these individuals in obtaining college credit.

The HAVE Skills Assessment Survey can be used by employers to obtain self-ratings of skills from re-entry women. It was not possible, within the time and scope of this research, to determine what utility the HAVE Skills self-ratings might have for employee selection. However, related research (Project ACCESS), using self-ratings to identify the skills of women returning to paid employment, has encouraging preliminary findings. In a follow-up with employers, six months after the women began work, the Project ACCESS employers evaluated the women in the project in comparison to all people recently hired and all people currently holding the same job. No Project ACCESS woman was rated "below average" in either of these comparisons. Sixty-nine percent of the women were rated "above average" compared to other women currently holding the same job.

Employers also evaluated the Project ACCESS women on the specific skills from the women's self-rating scale which had been indicated by the employer as relevant for the job. For example, one-third of the field test jobs involve supervision of other workers. All of the women holding these jobs were rated as "above average" supervisors by their employers. One-third of the jobs involve selling a product or service; 67% of the women holding these jobs were rated by their employer as "above average" in their sales ability. Sixty percent of the jobs involve the use of writing skills; 80% of the women holding these jobs were rated "above average" in their writing ability. Forty-four percent of the jobs involve doing arithmetic or computations; 60% of the women were rated as "above average" in this skill.

A very limited preliminary analysis of how the women's self-ratings compared with employers' evaluations of them on the same skill found that the woman's self-ratings and employer evaluation were identical 5% of the time, 78% of the time the woman rated herself lower than did the employer, and 17% of the

time the woman rated herself more highly than did her employer. Thus, women's skill self-ratings appear to be an underestimate of employment performance.

It is apparent, however, that the survey is not useful for all occupations. To deal with this, we developed the HAVE Skills Chart that can be found in Appendix B. The use of this chart is discussed in the next chapter.

CHAPTER 3

DEVELOPMENT AND USE OF THE HAVE SKILLS CHART

One problem in the development of the HAVE Skills Assessment Survey study was the emphasis it placed on the degree to which women's homemaking and volunteer experience skills could be transferred to a wide range of occupations. What is probably more important is determining the utility of a given skill for a particular occupation. While the survey key provides some assistance to personnel administrators directing re-entry women to occupational areas, it is far from complete.

To deal with this, the project staff developed the HAVE Skills Chart. The chart, which appears on pages 53 to 59, gives the Dictionary of Occupational Titles three-digit occupational groups related to each of the 28 "I Can" lists of women's skills. (These lists are given in Appendix C.) The chart began with the data from the survey. It was then supplemented by analysis of the skills in each "I Can" list and the skills involved in each occupation, according to occupational descriptions in sources, such as the Dictionary of Occupational Titles and Occupational Outlook Handbook.

This occupational analysis focused on two basic transfer elements: (1) transfer from unpaid to paid work in a similar environment, industry setting, e.g., office, library, or health care facility; and (2) transfer using the same skills but in a different setting, e.g., doing quantity food cooking in a restaurant instead of at a church supper, using ceramics skills in a dental laboratory instead of in home crafts projects.

Special attention should be given to two of the "I Can" lists which may be useful in identifying women who have "nontraditional" skills. These lists are Artist/Craftsperson and Home Maintenance Technician. In arts and crafts work women may learn how to do soldering and metal work, glass cutting, etching, lithography, printing, and ceramics work, to name just a few possibilities. Similarly, women skilled in doing home maintenance tasks may have learned simple plumbing, wiring, and appliance repair skills as well as skill in painting, wallpapering, and tile setting.

To use the chart, locate the name of the occupational group in the left-hand column. The groups are listed by their three-digit Dictionary of Occupational Titles' number. In the adjacent right-hand column you will find the name of one or more homemaking and volunteer skills lists. These are the "I Can" lists from which the items on the survey were abstracted.

There is not, of course, a perfect correspondence between the content of these lists and the requirements of the occupational groups. In some cases the "I Can" lists contain a subgroup of items that relate to one occupation, while the other items on the list do not have this correspondence. This is especially true of the Artist/Craftsperson and Home Maintenance Technician lists.

Additionally, there are cases where only a portion of the occupations in a group use the particular skill list. For example, the lists of skills for Counselor, Human Resources Manager, and Teacher/Trainer are indicated as related to occupational group 166, Personnel Administration Occupations. The Human Relations Manager list is relevant for all occupations in this group. The Teacher/Trainer list is relevant for some but not all the occupations in this group (e.g., for Education and Training Manager or Training Representative but not Occupational Analyst or Compensation Analyst).

In some cases we have listed occupations at the professional and technical level which are not realistic choices as entry points for a re-entry woman, regardless of how experienced and skilled, if she lacks required formal credentials, such as occupational certificates and licenses. For example, we list 073, Veterinarians, as related to Animal Care. It is more realistic to expect that an individual with interest, skill and experience in this area, if she does not wish to obtain formal credentials as a veterinarian, will select a job such as a veterinary-hospital attendant. We list these linkages to stress the high level of expertise which some women may have acquired and to suggest possible job ladders as formal training is acquired. It should be emphasized that even highly skilled re-entry women rarely have all of the knowledge that an individual formally trained for the occupation will have, so that either on-the-job training or additional education may be necessary to complete knowledge gaps.

Other skills from the "I Can" lists, such as those of an Administrator/Manager, are more widely transferable and, in addition, apply to many jobs which do not require specific educational degrees or occupational certificates or licenses. These more widely transferable skills hold the greatest promise to help employers find workers whose experiential learning can be put to optimum use.

Use of the HAVE Skills Chart. Employers or their personnel administrators can use the HAVE Skills Chart to select one or more "I Can" lists relevant to an occupation. These lists, in turn, can be used as self-rating scales for re-entry women, in addition to or instead of the survey.

Some employers may wish, before using the suggested "I Can" lists, to have the content reviewed and edited by job analysts, so that only the items which are relevant to the particular job are included for final use. Alternatively, a system of ratings by supervisors may be generated to determine the job-relevance of the "I Can" list.

To develop such ratings, we recommend a two-factor scale: (1) the importance of the skill in the occupation, and (2) if the skill must be known before beginning work or if it can be acquired on the job. The following scale for ranking occupational relevance, is suggested:

3 = Necessary for all workers in this occupation;

2 = Desirable for workers in this occupation; or

Necessary for some but not all workers in this occupation;

1 = Necessary or desirable for only a few workers in this occupation; or

Necessary for promotion but not for entry-level work;

0 = Not necessary for this occupation.

The items rated 3 constitute a minimum competency scale for the occupation.

The next basic question is if these minimum competencies must be known by the individual before s/he begins the job or if they can be learned on the job or in an employer-sponsored training program. A dichotomous rating scale can be used.

The skills from the "I Can" list which are necessary for all workers in the occupation and which must be known before the individual begins the job can be used to screen re-entry women who seek employment in the occupation.

A second use of the HAVE Skills Chart is to identify occupations for adult women who are returning to paid employment. A personnel administrator or job counselor can have these women review the "I Can" lists to identify those lists which are closest to the individual's skills and experience. The chart can then be read to identify occupational groups in which these skills may be used. The Project HAVE Skills Women's Workbook and the Project HAVE Skills Counselor's Guide can be used to develop a program for counseling re-entry women or a program for women employees interested in job change.

CHAPTER 4

DEVELOPING A PROCESS TO IDENTIFY RE-ENTRY WOMEN'S SKILLS

Some employers, especially those who handle large numbers of job applicants, may wish to develop their own materials to identify re-entry women's job-relevant skills. This process involves combining the items from the job description and the skills from the related "I Can" list, determining their utility in selecting superior workers, assigning credits to the experiences and skills that are useful in selecting superior workers, and constructing an experience-based selection instrument.

This process is similar to that employed in the job element method of personnel selection (Primoff, 1975). It can help personnel administrators reduce their dependence on traditional credentials (such as a college degree), which may be creating artificial barriers for individuals who have learned their skills through experience.

The process, in more detail, follows:

1. Select the occupation(s) to be covered. Most employers will probably wish to use this process for occupations which have a high demand for workers and/or for occupations in which they wish to increase the hiring of women and minorities.

2. Obtain job descriptions for the selected occupation(s). If internal job descriptions are not available, the descriptions in the Dictionary of Occupational Titles (D.O.T.) may be used. The descriptions should be reviewed and revised, as necessary, to state the knowledge, skills, abilities, and other work characteristics (KSAO's) required in the occupation.

3. Using the HAVE Skills Chart, select the women's skill ("I Can") list(s) which relates to the occupation.

4. Create a rating form for each occupation. The form should contain the KSAO items and the items from the "I Can" list. A sample form is given on page 23.

5. Assemble a group of supervisors (or experienced workers) in the occupation. Ask them to complete the rating form. Use two categories of ratings: (1) the importance of the skill for the occupation, and (2) whether the skill must be known prior to employment or if it can be learned concurrently with employment.

6. Compute the average ratings for each KSAO/Skill.

7. Determine cutting scores for screening. Note that items which have an average Importance Category Rating of 2.0 or higher are considered "Necessary" or "Desirable" by the majority of raters. Note also that Learning Category Ratings of 0.5 or higher indicate that the majority of raters consider the KSAO/Skill to be one that must be known before beginning the job.

8. Develop an employment applicant screening form. It is suggested that such a form include all KSAO/Skills with an Importance Category Rating of 1.0 or higher.

9. Screen potential employees by obtaining their self-ratings on the applicant screening form. Select those who indicate that they are able to perform the KSAO/Skills rated at or above the cutting scores (e.g., those who have all the necessary skills which cannot be learned on the job).

10. Administer any necessary tests to determine the validity of skill self-report or have the applicant demonstrate selected job skills.

11. Hire the individuals who meet the hiring criteria.

12. Monitor their job performance to determine the validity of the screening process.

HAVE Skills Occupational Analysis Guide

Occupational Title: _____

KSAO/Skill	CATEGORY RATINGS (1) Importance 3=Necessary 2=Desirable 1=Limited Relevance 0=Not Relevant	CATEGORY RATINGS (2) Learning 1=Must be known before beginning work 0=Can be learned on the job
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		

CHAPTER 5

RECOMMENDATIONS TO EMPLOYERS ON THE VALIDITY OF GIVING EMPLOYMENT CREDIT FOR VOLUNTEER EXPERIENCE

by Carol Truesdell

1. Remember that by recognizing the marketability of volunteer work, you are encouraging and supporting citizen participation which improves the quality of life in your community.

2. Don't overlook the significant learning and competence that can come from carefully designed volunteer experiences.

3. Try to distinguish the volunteers who have focused their time and effort in a few significant areas in order to achieve results from those whose service is shallow and fragmented.

4. Learn to think functionally, instead of by title or position. Determine HOW a person did a job as well as WHAT he/she did.

5. Ask the same questions you would ask of a person with a paid work history:

   How many hours per week did you work?
   What were your responsibilities?
   What skills and knowledge did you use?
   How were you supervised?
   What training did you have?
   What did you accomplish?
   How were you evaluated?

6. Recognize that some of these questions may be difficult for volunteers to answer since most volunteer organizations are just beginning to recognize the need for documentation of volunteer experience and the need for performance appraisals against objective standards.

7. Recognize that volunteers are generally self-starters and usually highly motivated, dependable, and people-oriented--all important work characteristics.

8. Consider that it is usually more cost-effective to train a generalist in technical areas than it is to teach a technical expert how to relate to people.

9. Remember that volunteers know the community well, have many contacts and a highly developed sense of public relations.

10. Realize that re-entry women, trading on their volunteer skills, present your company with an additional untapped pool of management talent and an opportunity to achieve your EEOC objectives.

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APPENDICES

A - 1. HAVE Skills Assessment Survey
    2. HAVE Skills Assessment Survey Key
B - The HAVE Skills Chart
C - "I Can" Lists

APPENDIX A

1. HAVE SKILLS ASSESSMENT SURVEY

2. HAVE SKILLS ASSESSMENT SURVEY KEY

The HAVE Skills Assessment Survey includes 132 items, selected or adapted from the "I Can" lists. These items were rated, by a sample of 122 adult women, as activities which they perform frequently. These same items were rated by 56 personnel specialists as being used in a variety of occupations. Thus, each item represents a skill that is commonly done by adult women and which is transferable to a number of occupations.

The HAVE Skills Assessment Survey Key provides, for each item, the names of the occupational groups mentioned by 10% or more of the personnel specialists as requiring the indicated skill.

HAVE SKILLS ASSESSMENT SURVEY

HAVE SKILLS ASSESSMENT SURVEY

Name: _____

Instructions: On the list below, rate your homemaking, community service, and volunteer work skills using the following scale:

3 = I can do this very well; I enjoy doing this; others praise me or compliment me on my ability to do this.

2 = I can do this fairly well; I can do this without any serious problems most of the time.

1 = I can do this but I do not do it well or I dislike doing this.

0 = I cannot do this; I never have done this.

_____ 1. Plan and coordinate activities.

_____ 2. Develop long-range goals that foster organizational continuity and growth.

_____ 3. Develop specific plans to meet long-range goals.

_____ 4. Evaluate my own or others effectiveness in meeting goals and objectives.

_____ 5. Identify the resources, including personnel, money, materials, and time, needed to accomplish an objective.

_____ 6. Establish priorities based on the importance of each objective to long-range goals.

_____ 7. Work creatively within the structure and setting of an organization.

_____ 8. Coordinate simultaneous projects.

_____ 9. Determine the need for and develop alternative plans.

_____ 10. Organize a project into its component parts and determine the sequence in which these activities need to be performed.

_____ 11. Establish work flow and work loading procedures.

_____ 12. Develop and work within an agenda.

_____ 13. Delegate responsibility and establish accountability procedures to determine if these responsibilities have been met.

_____ 14. Establish and/or maintain procedures to monitor work quality and quantity.

_____ 15. Solicit and make positive use of negative and positive feedback.

_____ 16. Use techniques that will elicit new ideas.

_____ 17. Help workers see the relevance of their experience to their long-range career and/or personal goals.

_____ 18. Give priority to those needs and problems which are most important.

_____ 19. Select problem areas relevant to organizational needs.

_____ 20. Develop practical plans to identify needs and the time, costs and personnel requirements to meet these needs.

_____ 21. Explain the relationship between a particular job and organizational goals.

_____ 22. Secure resources, both human and physical (materials and/or money).

_____ 23. Select or recruit individuals for a variety of jobs.

_____ 24. Provide orientation for individuals new to the organization.

_____ 25. Understand individuals' needs and motives in work situations.

_____ 26. Abide by organizational standards.

_____ 27. Provide positive reinforcement to keep workers involved and productive.

_____ 28. Perform a variety of clerical tasks, such as typing and filing.

_____ 29. Carry out oral or written instructions of some complexity.

_____ 30. Follow orders and accept supervision.

_____ 31. Learn and apply the roles of an organization.

_____ 32. Use office equipment, such as typewriters, photocopy machines, and calculators.

_____ 33. Develop and/or maintain current files.

_____ 34. Keep records and prepare reports.

_____ 35. Obtain and verify routine factual information.

_____ 36. Establish effective communications throughout an organization.

_____ 37. Articulate the philosophy of an organization.

_____ 38. Serve as the spokesperson for an organization.

_____ 39. Interpret, to the public and to people in need of assistance, an organization and its services.

_____ 40. Identify target audiences.

_____ 41. Determine the communication technique(s) most appropriate for an audience.

_____ 42. Identify representatives of other organizations and/or of local, state and Federal government to receive information about an organization.

_____ 43. Establish an interchange with the representatives of various interest groups.

_____ 44. Publicize and promote organizational materials.

_____ 45. Speak in public to large audiences.

_____ 46. Identify potential allies and select techniques to enlist their support.

_____ 47. Present arguments and evidence to support a position.

_____ 48. Use communications skills to persuade others.

_____ 49. Organize and conduct meetings.

_____ 50. Identify those people in community agencies, organizations, and services who can eliminate "red tape."

_____ 51. Keep others informed about progress, in writing or verbally.

_____ 52. Plan and carry out a program of publicity for a product or service.

_____ 53. Translate information and facts to a level of understanding appropriate to the background and experiences of an audience.

_____ 54. Create communications or public relations programs that explain the goals of an organization.

_____ 55. Choose appropriate audiovisual materials.

_____ 56. Make an effective oral presentation to a group.

_____ 57. Design posters, leaflets, brochures or other publications.

_____ 58. Establish rapport with individuals of diverse backgrounds.

_____ 59. Establish rapport with a person seeking advice.

_____ 60. Show compassion for those with problems.

_____ 61. Serve as a "sounding board" for those with problems.

_____ 62. Provide moral support.

_____ 63. Identify individual's problems and difficulties by a variety of methods.

_____ 64. Recognize the nonverbal cues and behaviors which indicate tensions or problems.

_____ 65. Use questioning skills.

_____ 66. Demonstrate listening skills.

_____ 67. Encourage the development of "common sense."

_____ 68. Use techniques which help people talk spontaneously.

_____ 69. Determine the urgency of a problem and handle it appropriately.

_____ 70. Use appropriate techniques to solve interpersonal problems.

_____ 71. Use techniques that prevent or limit conflict between individuals.

_____ 72. Provide advice and informal counseling when appropriate.

_____ 73. Conduct negotiations with an awareness of the necessity of compromise.

_____ 74. Recognize and deal with medical emergencies.

_____ 75. Think and behave rationally when dealing with an emergency.

_____ 76. Establish priorities in dealing with problems or emergencies.

_____ 77. Develop support systems to deal with emergencies.

_____ 78. Budget existing funds.

_____ 79. Understand and interpret a budget.

_____ 80. Present the rationale and justification for a budget.

_____ 81. Establish procedures to monitor income and expenditures.

_____ 82. Determine the cost-effectiveness of different possible actions.

_____ 83. Establish procedures (incentives, etc.) which encourage fiscal responsibility.

_____ 84. Monitor income and expenses so as to exercise fiscal control and, when necessary, adjust existing budgets.

_____ 85. Establish and maintain financial records and procedures which will meet external audit or accountability requirements.

_____ 86. Assess needs to determine what financial support is required.

_____ 87. Survey and choose among suppliers of products and services.

_____ 88. Collect and record monies due.

_____ 89. Deal effectively with customers.

_____ 90. Describe the legal rights and responsibilities of one or more of the following: citizen, consumer, home owner, tenant, parent, child, volunteer worker or board member, employer, employee.

_____ 91. Read with understanding and interpret one or more of the following: leases, warranties, insurance policies, medical consent and release forms, contracts and legal agreements.

_____ 92. Care for and maintain the equipment and materials used in a home or organization.

_____ 93. Observe proper safety precautions in using tools, equipment, and machinery.

_____ 94. Use problem solving and decision-making skills.

_____ 95. Identify avenues to change.

_____ 96. Select data that document the need for change.

_____ 97. Identify areas where change is needed.

_____ 98. Develop plans for investigating a problem.

_____ 99. Compile a list of special needs or problems within a problem area.

_____ 100. Identify and compile information about one or more of the following: the groups affected by a problem; the sources of power which can facilitate or block change; and existing resources, programs and other factors which impact on a problem.

_____ 101. Describe problem areas for the purpose of program development.

_____ 102. Define and specify the basic issues in a problem area.

_____ 103. Explain the process of change.

_____ 104. Demonstrate understanding of the legislative process and how it can be used to implement change.

_____ 105. Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position.

_____ 106. Identify significant individuals and groups (such as, community leaders, government officials, and legislators) who can help to implement change in a particular area.

_____ 107. Use contacts constructively.

_____ 108. Use a library and other reference resources.

_____ 109. Gather information by conducting interviews, confirming facts and identifying trends.

_____ 110. Identify or collect background data or information.

_____ 111. Obtain data.

_____ 112. Process data.

_____ 113. Analyze and summarize data.

_____ 114. Make inferences from data.

_____ 115. Make conclusions and recommendations from data.

_____ 116. Identify training needs.

_____ 117. Train others to do specific jobs or tasks.

_____ 118. Make a training plan.

_____ 119. Conduct a training session.

_____ 120. Help those being trained see the relevance of this to their long-range career goals or personal development.

_____ 121. Establish a good working relationship with a learner.

_____ 122. Encourage and support a learner.

_____ 123. Identify learner needs and difficulties.

_____ 124. Plan a lesson or series of lessons.

_____ 125. Pace instruction at a speed appropriate to the learner.

_____ 126. Set and monitor instructional objectives.

_____ 127. Select instructional material and techniques appropriate to learner background and experience.

_____ 128. Administer or direct a youth program.

_____ 129. Use audiovisual materials in conjunction with lectures.

_____ 130. Keep records of individual and group progress.

_____ 131. Manage effectively in high pressure situations.

_____ 132. Meet accountability demands of others.

HAVE SKILLS ASSESSMENT SURVEY KEY

HAVE SKILLS ASSESSMENT SURVEY KEY

Occupational groups most frequently mentioned as requiring each skill:

1. Managers; administrators
2 Managers; administrators
3. Managers; administrators
4. Managers; administrators
5. Managers; administrators
6. Managers; administrators
7. Managers; administrators
8. Managers; administrators
9. Managers; administrators
10. Managers; administrators
11. Managers, industrial engineers; administrators
12. Managers; administrators
13. Managers; administrators
14. Managers; administrators
15. Managers; administrators
16. Managers; administrators
17. Managers; personnel workers; administrators
18. Managers; personnel workers; administrators
19. Managers; personnel workers; administrators
20. Managers; personnel workers; administrators
21. Managers; personnel workers; administrators
22. Personnel workers; managers

23. Personnel workers; managers

24. Personnel workers; managers

25. Managers; personnel workers

26. Managers; personnel workers

27. Managers; personnel workers

28. Secretaries; clerical occupations; file clerks

29. Secretaries; clerical occupations

30. Clerical occupations; secretaries

31. Secretaries; clerical occupations

32. Secretaries; clerical occupations

33. Secretaries; clerical occupations; file clerks

34. Secretaries; clerical occupations; managers

35. Secretaries; clerical occupations

36. Managers; public relations workers; personnel workers

37. Managers; public relations workers; personnel workers

38. Public relations workers; managers

39. Public relations workers; managers

40. Public relations workers; advertising workers; managers

41. Public relations workers; advertising workers; managers; personnel workers

42. Public relations workers; managers

43. Public relations workers; managers

44. Public relations workers; advertising workers; managers; personnel workers

45. Public relations workers; managers

46. Public relations workers; managers

47. Managers; lawyers

48. Managers; public relations workers

49. Managers; administrators

50. Managers; public relations workers

51. Managers; administrators

52. Public relations workers; advertising workers; managers

53. Public relations workers; managers; personnel workers

54. Public relations workers; managers; personnel workers

55. Public relations workers; personnel workers; advertising workers

56. Public relations workers; managers

57. Public relations workers; advertising workers; managers

58. Personnel workers; managers

59. Personnel workers; managers

60. Personnel workers; psychologists; managers

61. Personnel workers; psychologists; managers

62. Managers; psychologists; personnel workers

63. Personnel workers; managers; psychologists; social workers

64. Personnel workers; managers; psychologists; social workers

65. Personnel workers; psychologists; managers

66. Personnel workers; managers; psychologists

67. Managers; personnel workers; psychologists

68. Personnel workers; psychologists; social workers

69. Managers; psychologists; administrators; personnel workers

70. Psychologists; managers; personnel workers

71. Managers; psychologists; personnel workers

72. Managers; personnel workers; psychologists

73. Administrators; managers; personnel workers

74. Medical technologists (D.O.T. 078); administrators; physicians; medical workers (D.O.T. 079)

75. Medical workers (D.O.T. 079); managers; police officers; administrators

76. Managers; administrators; police officers

77. Managers; police officers; administrators

78. Managers; budget analysts; accountants and auditors

79. Managers; budget analysts; accountants and auditors

80. Managers; accountants and auditors; budget analysts

81. Accountants and auditors; managers; budget analysts

82. Managers; budget analysts; accountants and auditors

83. Managers; accountants and auditors; budget analysts

84. Accountants and auditors; budget analysts; managers

85. Accountants and auditors; managers; budget analysts; bookkeepers

86. Budget analysts; managers; accountants and auditors

87. Purchasing agents

88. Accountants and auditors; cashiers and tellers; computing and accounting workers (D.O.T. 219); budget analysts

89. Sales clerks; advertising workers; sales occupations (D.O.T. 250-279)

90. Lawyers; paralegal aides; personnel administrators

91. Lawyers; paralegal aides

92. Maintenance supervisors

93. Maintenance supervisors

94. Managers; administrators

95. Managers; administrators

96. Managers; administrators

97. Managers; administrators

98. Managers; administrators

99. Managers; administrators

100. Managers; social scientists

101. Managers; social scientists; administrators

102. Managers

103. Managers; social scientists

104. Managers

105. Managers

106. Managers; legal occupations (D.O.T. 110-119)

107. Managers; administrators

108. Librarians; social scientists

109. Social scientists

110. Social scientists

111. Social scientists; life scientists

112. Social scientists

113. Social scientists; managers

114. Social scientists; managers

115. Social scientists; managers

116. Personnel workers; teachers

117. Personnel workers; managers; teachers

118. Personnel workers; managers; teachers

119. Personnel workers; teachers

120. Personnel workers; managers

121. Personnel workers; managers; teachers

122. Personnel workers; teachers

123. Personnel workers; teachers

124. Personnel workers; teachers

125. Personnel workers; teachers

126. Personnel workers; teachers

127. Personnel workers; teachers

128. Personnel workers; social workers; teachers

129. Personnel workers; teachers

130. Managers; personnel workers; administrators

131. Managers; administrators; personnel workers

132. Managers; personnel workers

APPENDIX B

THE HAVE SKILLS CHART

THE HAVE SKILLS CHART

Directions: Locate a Dictionary of Occupational Titles (D.O.T.) Occupational Group in the left-hand column. The right-hand column will give the name(s) of related women's skill ("I Can") list(s).

D.O.T. Occupational Group		Related Women's Skill ("I Can") List(s)
	PROFESSIONAL, TECHNICAL, AND MANAGERIAL OCCUPATIONS	
00_/01_	Occupations in architecture engineering, and surveying	Problem Analyst
001	Architects	Artist; Home Planner
012	Industrial engineering occupations	Administrator; Problem Analyst
017	Drafters, n.e.c.	Artist; Home Planner
02_	Occupations in mathematics and physical sciences	Problem Analyst
04_	Occupations in life sciences	Problem Analyst
040	Occupations in agricultural science	Animal Care; Horticulturist; Problem Analyst
045	Occupations in psychology	Counselor; Problem Analyst
049	Occupations in life sciences, n.e.c.	Animal Care; Horticulturist; Problem Analyst
05_	Occupations in social sciences	Problem Analyst
07_	Occupations in medicine and health	Health Care
073	Veterinarians	Animal Care
075	Registered nurses	Health Care
076	Therapists	Artist; Health Care; Recreation; Teacher
077	Dietitians	Cook

078	Occupations in medical and dental technology	Health Care; Problem Analyst
079	Occupations in medicine and health, n.e.c.	Health Care
09_	Occupations in education	Teacher
092	Occupations in preschool, kindergarten, and primary school education	Child Care; Teacher
094	Occupations in education of the handicapped	Health Care; Teacher
096	Home economists and farm advisors	Animal Care; Child Care; Clothing and Textiles; Consumer Economics; Cook; Home Planner; Horticulturist; Teacher
10_	Occupations in museum, library and archival sciences	Library Assistant; Museum Assistant; Problem Analyst
11_	Occupations in law and jurisprudence	Advocate; Civil/Legal Rights; Problem Analyst
12_	Occupations in religion and theology	Counselor
131	Writers	Public Relations
132	Editors	Public Relations
14_	Occupations in Art	Artist
142	Environmental and product designers	Artist; Clothing and Textile; Home Planner; Horticulturist
150	Occupations in dramatics	Performing Arts
151	Occupations in dance	Performing Arts
152	Occupations in music	Performing Arts
153	Occupations in athletics and sports	Recreation
159	Occupations in entertainment and recreation, n.e.c.	Performing Arts

16_	Occupations in administrative specializations	Administrator
160	Accountants and auditors	Financial Manager
161	Budget and management systems analysis occupations	Administrator; Financial Manager; Problem Analyst
162	Purchasing management occupations	Consumer Economics; Financial Manager
163	Sales and distribution management occupations	Administrator; Public Relations; Sales
164	Advertising management occupations	Administrator; Public Relations
165	Public relations management	Administrator; Advocate; Fund Raiser; Public Relations
166	Personnel administration occupations	Counselor; Human Resources; Teacher
168	Inspectors and investigators	Civil/Legal Rights; Consumer Economics; Problem Analyst
18_	Managers and officials, n.e.c.	Administrator
180	Agricultural managers	Administrator; Animal Care; Horticulturist
184	Transportation and communications managers	Administrator; Public Relations; Transportation
185	Wholesale and retail trade managers	Administrator; Sales
186	Finance and real estate managers	Administrator; Financial Manager; Home Planner
187	Service industry managers	Administrator; Group Leader; Recreation
195	Occupations in social and welfare work	Civil/Legal Rights; Community Resources; Counselor; Recreation
	CLERICAL AND SALES	
205	Interviewing clerks	Community Resources; Counselor
206	File clerks	Library Assistant

21_	Computing and account recording occupations	Financial Manager
221	Production clerks	Administrator; Home Planner
237	Information and reception clerks	Community Resources
241	Investigators and adjusters	Consumer Economics; Financial Manager
248	Transportation-service clerks	Transportation
25_	Sales occupations, services	Sales
26_	Sales occupations, consumables	Sales
261	Sales occupations, textile products	Clothing and Textiles; Consumer Economics; Sales
27_	Sales occupations, commodities, n.e.c.	Sales
270	Sales occupations, home furniture, furnishings, and appliances	Consumer Economics; Home Planner; Sales
272	Sales occupations, farm and garden supplies	Horticulturist; Sales
273	Sales occupations, transportation equipment	Sales; Transportation
277	Sales occupations, sporting and hobby goods	Artist; Recreation; Sales
29_	Miscellaneous sales occupations	Sales
292	Route sales and delivery occupations	Sales; Transportation
293	Solicitors	Fund Raiser
296	Shoppers	Consumer Economics
297	Sales promotion occupations	Sales; Teacher
298	Merchandise displayer	Artist; Sales

	SERVICE	
310	Food service hostesses and stewardesses	Administrator; Cook
313	Chefs and cooks, hotel and restaurant	Cook
315	Miscellaneous cooks	Cook
316	Meat cutters	Cook
317	Miscellaneous food and beverage preparation occupations	Cook
352	Hostesses and stewardesses, n.e.c.	Group Leader; Recreation
353	Guides	Museum Assistant; Recreation; Teacher
354	Practical nurses	Health Care
355	Hospital and health service attendants	Health Care
36_	Apparel and furnishings service occupations	Clothing and Textiles
375	Police officers and detectives, public service	Civil/Legal Rights; Problem Analyst
376	Police officers and detectives, except public services	Civil/Legal Rights; Consumer Economics; Problem Analyst
383	Building pest control occupations	Home Maintenance
	AGRICULTURE	
40_	Plant farming occupations	Horticulture
41_	Animal farming occupations	Animal Care
451	Tree farming	Horticulture
	PROCESSING	
520	Food mixing occupations	Cook

524	Food icing and decorating occupations	Cook
526	Cooking and baking occupations, n.e.c.	Cook
57_	Occupations processing stone, clay and glass	Artist
58_	Occupations processing textiles	Clothing and Textiles
	MACHINE TRADES	
61_	Metal work occupations, n.e.c.	Artist
620	Motorized vehicle mechanics and repairers	Transportation
660	Cabinetmakers	Home Maintenance
68_	Textile occupations	Clothing and Textiles
	BENCHWORK	
700	Jewelry making	Artist
704	Engravers and etchers	Artist
712	Fabrication and repair of medical and dental items	Artist
713	Fabrication and repair of ophthalmic goods	Artist
723	Assembly and repair of electrical appliances	Home Maintenance
731	Fabrication and repair of toys and games	Home Maintenance
735	Fabrication and repair of jewelry, n.e.c.	Artist
74_	Painting and decorating	Artist, Home Planner
76_	Fabrication and repair of wood products	Home Maintenance

77_	Fabrication and repair of stone, clay and glass products	Artist
78_	Fabrication and repair of textile products	Clothing and Textile
	STRUCTURAL WORK	
827	Assembly, installation and repair of household appliances	Home Maintenance
84_	Painting, plastering and related occupations	Home Maintenance
86_	Construction occupations, n.e.c.	Home Maintenance
	MISCELLANEOUS	
913	Passenger transportation occupations, n.e.c.	Transportation
915	Automobile Service Attendants	Transportation
960	Motion picture projectionists	Library Assistant; Museum Assistant
962	Occupations in motion picture and television, n.e.c.	Performing Arts
970	Art work occupations	Artist
971	Photoengraving occupations	Artist
972	Lithographers	Artist
976	Dark room occupations	Artist
977	Bookbinders	Library Assistant

APPENDIX C

"I CAN" LISTS

"I CAN" LISTS

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ADMINISTRATOR/MANAGER

The administrator/manager is concerned with the development and/or implementation of program(s) involving paid and/or volunteer staff. This involves the utilization of people, material, money and time. There are two types of administrator/managers: those concerned with the total functioning of an organization, and those concerned with the functioning of a particular project within the program.

In carrying out my responsibility as an administrator/manager, I can:

- Develop long-range goals and objectives that foster organizational growth and continuity.
- Develop specific goals and plans for a specific project.
- Identify the method of evaluating effectiveness in meeting the goals and objectives.
- Identify the resources in personnel, money, materials, time and authority needed to accomplish the established objectives.
- Establish priorities based on the importance of each objective to goal attainment and on the resources available.
- Identify needs and opportunities for volunteer service.
- Enlist the support of the governing body and staff in the utilization of volunteers.
- Interpret the organization and its systems for the delivery of services to the public and to people in need of assistance (see Public Relations/ Communications Worker).
- Work creatively within the structure of relationships and the setting of the organization, i.e., local agency to national office, etc.
- Be aware of the effects of changing socioeconomic conditions, cultural patterns, and knowledge about the helping professions and their effects upon volunteer resources and services.
- Organize the program or project into its component parts and determine the sequence in which these activities need to be performed.
- Develop and utilize flowcharts, PERT charts, and other visual materials to describe the program's or project's work flow.
- Articulate the philosophy of the organization.
- Use problem solving and decision making skills.
- Develop and work within an agenda.
- Identify channels to change (see Advocate/Change Agent).

- Determine the need for and develop alternative plans to meet emergencies.

- Delegate responsibility and establish accountability methods to determine if these responsibilities have been met.

- Describe and use techniques which will elicit new ideas and proposals.

- Solicit and make constructive use of negative and positive feedback.

- Manage effectively in high pressure situations.

- Use techniques for crisis management and describe why different types of crises require different techniques.

- Use methods of conflict resolution and describe when they are appropriate.

- Establish effective communications throughout the organization.

- Coordinate the execution of simultaneous projects:

  - Establish mechanisms for coordination.
  - Determine when coordination is needed.

- Serve as a spokesperson for the organization (see Public Relations/ Communications Worker).

- Meet accountability demands of others by preparing reports which include:

  - Evaluation of success in meeting objectives.
  - Records of financial status.
  - Data on time and personnel utilization.

- Prepare written summaries of project and organizational accomplishments (see Public Relations/Communications Worker).

- Develop staffing plans (see Human Resources Specialist).

- Prepare and use a budget (see Financial Manager).

ADVOCATE/CHANGE AGENT

Advocacy is an activity on behalf of an individual, a group, or an issue which is designed to improve conditions, programs, or services. Advocates work in areas such as legal rights, housing, education, environment, and social welfare and attempt to change or improve existing conditions.

In carrying out my work as an advocate/change agent, I can:

- Identify areas where change is needed (see Problem Analyst/Researcher) for related skills).
- Select methods and data which will document the need for change (see Problem Analyst/Researcher for related skills).
- Define and delimit the basic issues in a problem area.
- Demonstrate knowledge of the basic concepts relevant to an issue in fields such as:
  - Legal rights (civil and criminal).
  - Housing and community planning.
  - Education.
  - Environment.
  - Welfare and social services.
- Describe the public policy issues relevant to a problem.
- Demonstrate knowledge of the processes of change using:
  - Theoretical model(s).
  - Real-life examples.
- Describe methods which can be used to bring about change including:
  - Lobbying.
  - Political campaigns.
  - Public relations.
- Identify the relevant constituencies concerned with a problem (both pro and con) and describe their position in relation to the problem.
- Identify significant individuals and groups (such as community leaders, government officials, and legislators) who can help to implement change in a specific problem area.
- Build good working relationships with those who will be affected by proposed changes.
- Identify potential allies and select techniques which will enlist their support.
- Identify opposition groups and select techniques which will best counter their plans and arguments.

- Demonstrate understanding of the legislative process and how it can be used to implement change.

- Demonstrate knowledge of the laws and customs applying to lobbying.

- Use communication skills to persuade others (see Public Relations/ Communications Worker for related skills).

- Identify potential sources of financial support (see Fund Raiser and Problem Analyst/Researcher for related skills).

- Obtain financial support for a cause or program (see Fund Raiser and Problem Analyst/Researcher for related skills).

- Build good working relationships with legislators and government officials (local, state or federal).

- Monitor the actions of legislative bodies, public institutions and agencies that are relevant to the problem.

- Draft model legislation.

- Plan and organize coalition building.

- Conduct negotiations with an awareness of the necessity of compromise.

- Present arguments and evidence to support a position (see Public Relations/ Communications Worker and Problem Analyst/Researcher for related skills).

- Keep others informed about progress using:

  - Verbal communication.
  - Written communication (see Public Relations/Communications Worker).

- Train others to develop advocate/change agent skills (see Teacher/Trainer for related skills).

- Develop techniques to maintain change.

ANIMAL CARE SPECIALIST

An animal care specialist is knowledgeable about the needs of one or more types of animals and can provide for their breeding, raising, training, and health care.

As an animal care specialist, I can:

- Breed and raise pets.
  - Dogs.
  - Cats.
  - Horses.
  - Birds.
  - Fish.
  - Gerbils, hamsters, etc.
- Housebreak a pet.
- Groom a pet.
- Provide appropriate food, housing and sanitation for a pet and explain the reasons for my choices.
- Explain the basic principles in breeding pets (crossbreeding, inbreeding, etc.).
- Train a pet.
  - Obedience training.
  - Training for pet shows.
  - Tricks.
- Show a pet in a competition.
- Judge a pet show.
- Break and train a horse for riding.
- Describe common pet health problems and how they can be prevented.
- Care for an ill pet and describe the reasons for my actions.
- Provide emergency first aid for an injured pet.
- Assist a veterinarian in medical procedures for pets.
- Describe the laws, regulations, and procedures involved in raising and selling pets.
  - Pet control.
  - Pet licensing.
  - Pet registration.

- Explain the dietary considerations necessary in maintaining a wildlife feeding station.

- Identify locally common wildlife.

  - Birds.
  - Fish.
  - Mammals.
  - Reptiles.
  - Insects.

- Serve as a guide or resource person at a nature center (see Museum Assistant).

- Provide health care and maintenance for injured wildlife.

- Breed and raise farm animals.

  - Chickens, turkeys or other fowl.
  - Cows.
  - Goats.
  - Horses.
  - Sheep.

- Explain the basic principles in breeding farm animals.

- Provide appropriate food, housing, and sanitation for farm animals and describe the reasons for my choices.

- Describe how farm animals are judged and shown.

- Explain what is involved in raising hens to obtain eggs.

- Explain what is involved in raising cows or goats to obtain milk.

- Explain what is involved in raising sheep to obtain wool.

- Explain what is involved in raising farm animals to obtain meat.

- Describe the common health problems of farm animals and how they can be prevented.

- Care for an ill farm animal and describe the reasons for my actions.

- Assist a veterinarian in medical procedures for farm animals.

- Provide emergency first aid for injured farm animals.

ARTIST/CRAFTSPERSON

An artist/craftsperson designs and creates paintings, sketches, sculpture, photographs, lettering, layouts, jewelry, weaving, pottery, glassware, clothing and textiles, or similar items.

As an artist/craftsperson, I can:

- Apply the principles of color and design.
- Use aesthetic guidelines (balance, proportion, etc.) in planning or evaluating a design or artistic/craft product.
- Use color, light, and space to create a specific kind of appearance or feeling.
- Express abstract ideas in an artistic or craft product.
- Visualize what is to be created.
- Do sketching or drawing, including:
  - Freehand drawing or sketching.
  - Simple drafting or blueprints.
  - Sectional views of objects.
- Create lettering, layouts, charts, and diagrams, such as:
  - Block lettering or technical lettering.
  - Bar, line or pie charts based on data.
  - Blueprints, floor plans, scale drawings, etc. (see Home Planner and Designer).
  - Layouts for printed material (ads, brochures, newsletters, etc.).
- Create and design posters and advertisements.
- Take and/or develop photographs, including:
  - Using a camera correctly with appropriate lenses and settings.
  - Developing film and making prints.
  - Making enlargements, transparencies, etc.
- Use small hand tools, such as pliers, files, and screwdrivers.
- Work with my hands skillfully and with dexterity.
- Design and create jewelry, including:
  - Cutting or polishing stones.
  - Creating metalwork by soldering, casting, etc.
- Design and create glassware, such as glassblowing, stained glass, etc.
- Design and create leather products.

- Design and create ceramic or pottery items, including:

  - Throwing and using a potter's wheel.
  - Casting.
  - Glazing.
  - Firing.

- Design and create sculpture, including:

  - Wood carving.
  - Stonecutting.
  - Metalwork.
  - Soft sculpture.

- Design and create woven items, textiles, and clothing (see Clothing and Textile Specialist).

- Design and create paintings, using:

  - Oils.
  - Watercolors.
  - Pastels.
  - Tempera.

CHILD CARE SPECIALIST

The child care specialist is responsible for providing for the physical, emotional, intellectual and moral needs of a child at different stages of development. In providing this care, the child care specialist must assess the child's needs, identify the appropriate care, and implement such care within the financial, spatial and temporal limitations of the particular setting within which the child resides.

As a child care specialist, I can:

- Identify the nutritional needs of the child (see Cook/Nutritionist), including:
  - Selecting among alternate liquid diets for an infant (mother's milk, animal milk formula, vegetable milk formula).
  - Determining when to add solid foods to a child's diet, including consulting with medical and paramedical personnel regarding nutritional needs.
  - Devising ways of helping the older child deal with the limitations of a special diet when that is necessary.
- Recognize and respond to a child's need for a loving and emotionally supportive environment.
- Identify and provide a safe, stimulating environment for a child, including:
  - Providing safe bedding for an infant.
  - Providing a stimulating play environment appropriate for a preschool child.
  - Teaching a growing child to develop safe play procedures; developing an appropriate balance between a child's need for exploratory activity and requirements of safety.
  - Teaching school age children how to identify safe play areas.
  - Purchasing or making materials to develop a child's intellectual and physical growth.
  - Teaching the child games and activities appropriate to her/his age and interests.
- Make effective use of medical services for the child, including:
  - Consulting doctors regarding preventive medicine, immunizations, etc.
  - Obtaining emergency medical services when necessary.
  - Determining the extent of public medical facilities and deciding when it is appropriate to use them.
- Arrange and supervise social experiences for a child which will promote ethical and moral development.
- Identify and select appropriate educational environments, including:
  - Choosing appropriate child care and preschool facilities when needed.

- Consulting with school staff regarding the child's educational development.
- Consulting with school staff regarding the child's social/emotional, physical, and cognitive development.
- Maintaining an ongoing involvement in the child's education.

- Identify and provide appropriate clothing for a child at different stages of development (see Clothing and Textile Specialist), including:

  - Identifying appropriate clothing for different seasons.
  - Identifying and providing appropriate clothing when traveling or moving to a different climate.
  - Identifying other factors to consider in clothing selection (growth rate, fabric durability, etc.).

- Evaluate books and movies and determine their suitability for a child.

- Identify resources in the community which can be used to augment school and preschool activities, including:

  - Playground facilities.
  - Art and craft workshops.
  - Libraries and museums.
  - Dance and music programs.
  - Sports programs.
  - Youth groups (religious, scouting, etc.).

  (see Community Resources Specialist).

- Demonstrate skills which help make life interesting to a growing child (e.g., storytelling, singing, etc.).

- Identify resources in the community which may be utilized to improve the living conditions for the child, including:

  - Consumer services (such as diaper service, nursemaid service, counseling programs, etc.).
  - Public services (such as: AFDC, medicaid, food stamps).
  - Direct benefits to the child (such as: diaper service, medicaid, food stamps, Big Brother, etc.).
  - Indirect benefits to the child (such as: counseling services, Parents-without-Partners, etc.).

  (see Community Resources Specialist).

- Recognize and treat childhood diseases, including:

  - Identifying such diseases and describing their symptoms.
  - Determining what immediate remedy is needed.
  - Describing books which are helpful resources in dealing with childhood diseases.
  - Describing emergency procedures for various conditions.
  - Consulting medical personnel when necessary.

  (see Health Care Worker).

- Describe and recognize the milestones in human development.

- Identify emotional disturbances or learning difficulties in a child which need professional treatment or added attention, and obtain appropriate consultative advice.

- Recognize the nonverbal cues and behaviors which indicate tensions or problems.

- Provide legal, moral and ethical guidance for a child, appropriate to the child's age, including:

  - Familiarizing a child with laws which may affect her/him.
  - Familiarizing a child with codes of moral conduct deemed appropriate by the parent.
  - Devising ways of helping a child to take responsibility for her/his behavior.
  - Devising ways of helping a child to recognize the consequences of alternative behaviors.
  - Devising ways of helping a child to recognize the patterns of behavior, appearance, etc., which are accepted by society, and assisting the child in determining personal responses to these patterns (respect for elders, etiquette, social amenities, implicit dress codes, etc.).
  - Determining and describing means of incorporating the interpersonal qualities which I value into the relationship which I have with a child.
  - Devising ways of helping a child to express her/his emotions in acceptable ways.
  - Describing my approach to punishment and reinforcement of a child's behavior and discussing the basis for this approach.

- Describe ways to develop self-sufficiency in a child.

- Demonstrate my understanding of the special needs of a gifted child, of a child with a physical or emotional handicap, of a child in a single parent home, of a child of a highly transient family, etc., including:

  - Physical needs.
  - Emotional needs.
  - Educational needs.

- Identify the special needs of a child who has a sudden change in his or her environment, such as death of a close friend or relative, addition of a new family member (infant or aged), divorce of parents, etc., and develop ways to meet these special needs.

- Provide opportunities for a child to learn the value of money.

- Facilitate learning by:

  - Encouraging the development of communication and listening skills.
  - Encouraging the development of social skills.
  - Encouraging the development of special interests and talents.
  - Recognizing capabilities and potential.

- Acquaint my child with our family, ethnic, and cultural heritage.

- Help a child develop a positive self-concept.

- Provide consistent and appropriate discipline.

- Provide sex education.

- Help the child function as a member of the family by providing:

  - Involvement in decision making.
  - Recognition of the needs of others in the family.
  - Relationships with extended family members.
  - Encouragement of togetherness and mutual support.

- Teach a child to respect the rights of others.

CIVIL/LEGAL RIGHTS WORKER

A civil and legal rights worker can obtain for herself/himself and for others fair and equitable treatment under the law.

As a civil and legal rights worker, I can:

- Describe my civil and legal rights and responsibilities as a:
  - Citizen.
  - Consumer.
  - Homeowner.
  - Tenant.
  - Parent.
  - Volunteer worker/board member.
  - Employee.
  - Employer.
- Select legal services and processes appropriate for a given problem, such as small claims court, probate court, etc.
- Identify and obtain help from organizations which provide assistance to those who feel that their legal rights have been violated.
- Help others obtain information about their civil and legal rights as:
  - Consumers.
  - Tenants.
  - Children.
  - Wives.
  - Parents.
  - Workers.
  - Women.
  - Recipients of funds from programs like Aid to Dependent Children, Social Security, unemployment compensation, etc.
- Read with understanding and interpret:
  - Leases.
  - Warranties.
  - Insurance policies.
  - Medical consent and release forms.
  - Contracts and legal agreements.
- Describe the essential elements of sales contracts related to the purchase of:
  - Cars.
  - Household appliances.
  - Home furnishings.
  - Home improvements.
  - Services.

- Specify the legal differences in various forms of home ownership and the advantages and potential problems of each:

  - Individual.
  - Co-owner.
  - Cooperative.
  - Condominium.

- Describe the essential elements of contracts related to a home:

  - Leases/subleases.
  - Agreements of sale.

- Describe how the rights of a homeowner are affected by:

  - Mortgages.
  - Home improvement loans.
  - Other home-related loans.
  - Title documents.
  - Zoning.
  - Settlement/closing agreements.

- Conduct a search of legal documents to obtain:

  - Description of a property.
  - Title/owner information about a property.
  - Zoning and other restrictive covenants on a piece of property.
  - Tax information about a property.
  - Records of real estate transactions.

- Describe the legal processes related to divorce and legal separation, including:

  - Grounds for divorce/separation.
  - Court proceedings.
  - Property division.
  - Child custody, support and visitation.
  - Alimony.

- Check public records for information about births, deaths and wills.

- Describe the legal processes related to inheritance, including:

  - Wills.
  - Preparation of probate inventories.
  - Distribution of estate assets.
  - Property transfer.
  - Pension/insurance transfer.
  - Trust estate management.
  - State and federal laws relating to inheritance.
  - Social security and other survivor benefits.

- Specify the main differences in various forms of business ownership and the advantages and potential problems of each:

- Individual.
- Partnership.
- Corporation.

- Describe employees' legal rights in regard to benefits, such as:

  - Pension.
  - Profit sharing.
  - Life insurance.
  - Health insurance.
  - Stock options.

- Assist those who come to civil or legal rights organizations by:

  - Conducting a preliminary interview for the lawyer who will handle the problem.
  - Drawing up drafts of documents for a lawyer to review, such as:

    - Contracts.
    - Wills.

- Obtain and verify routine factual information for the use of legal staff.

- Make required field investigations and prepare related reports.

- Read and interpret basic records.

- Recognize evidence of evasion and discrepancies in basic records.

- Prepare reports of investigations containing factual data and documentary or other evidence.

- Maintain essential records and files.

- Arrange for assistance to released prisoners, such as:

  - Temporary lodging.
  - Transportation home.
  - Job search assistance.

- Comprehend, analyze and interpret basic laws, regulations, and penalties related to probation and custody.

- Obtain and verify routine factual information from persons applying for:

  - Assignment of counsel.
  - Release on recognizance.

- Follow up on child support and alimony payments.

- Maintain records and files concerning child support and alimony payments:

  - Keeping reports of meetings with lawyers and clients.

  - Notifying lawyers and clients of approaching deadlines and scheduled court appearances.
  - Making arrangements for legal depositions.
  - Indexing legal documents.

- Provide information about referral agencies that can help with health, home, family and other problems (Community Resources Specialist).

- Set up and operate a program of applicants and checkers for job or housing situations to determine if discrimination is taking place.

- Develop and maintain records of job hirings and promotions and analyze them to determine if discrimination is occurring (see Problem Analyst/ Researcher).

- Use legal records and/or evidence of discrimination to work for social change (see Advocate/Change Agent).

CLOTHING AND TEXTILE SPECIALIST

A clothing and textile specialist is responsible for planning, providing, and caring for wearing apparel (fabric, fur, jewelry, etc.) and textile products found in the home (curtains, slipcovers, bed and table linens, etc.).

As a clothing and textile specialist, I can:

- Demonstrate knowledge of the properties of various kinds of fabrics and materials used in the home or for wearing apparel by describing:
  - Care and maintenance properties (cleaning, wear, vulnerability to stains or heat, etc.)
  - Pliability and structure.
  - Differences in the method of production.
  - Relative costs.
  - Terms used to describe these materials or their properties.
- Analyze the wearing apparel needs of people, taking into consideration such factors as age, figure, size, budget, kind and level of activities, fashion, and individual differences and interests.
- Select coordinated clothing items.
- Select complementary clothing styles and colors.
- Demonstrate skills used in producing clothing or home textile products by:
  - Using patterns, according to accepted standards, to make clothing or other home textile products.
  - Making alterations of patterns or merging two or more patterns to make clothing or other home textile products.
  - Creating my own patterns from which to make clothing or other home textile products.
  - Describing proper use and maintenance of tools and equipment used in textile construction (sewing machine, loom, etc.).
  - Describing the process I use to create, design, and implement a textile related idea.
  - Using a variety of different techniques in my specialty (embroidering, leather work, tailoring, spinning, weaving, macrame, knitting, crocheting, upholstering, etc.).
  - Showing how different fibers produce different effects.
  - Describing ways of determining the kind of results which occur when different techniques, colors and materials are combined.
- Demonstrate skills and knowledge related to maintenance of wearing apparel and home textile products including:
  - Describing proper cleaning or preserving procedures.
  - Describing procedures for altering, mending, and/or remodeling.
  - Describing storage considerations.

- List and explain terms used in my specialty area (warp, skein, bias, flat fell seam, etc.).

- Discuss the history of textiles and describe how methods and materials have changed.

- Identify the technique, period, and origin of various textiles and/or clothing samples.

- Evaluate the quality of clothing, rugs, curtains, linens, and other textile items (see Consumer Economics Specialist and Home Planner and Designer).

- Select home textile items (curtains, linens, etc.), taking into consideration:

  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color and style (see Home Planner and Designer).

COMMUNITY RESOURCES SPECIALIST

As a specialist in community resources, I know, can use, and can direct others to information and services available from public and private organizations and agencies.

As a community resources specialist, I can:

- Demonstrate my familiarity with my community.

- Identify local resources and services to help with:

  - Physical health needs and problems.
  - Mental/emotional health needs and problems.
  - Legal problems.
  - Financial problems.
  - Drug, alcohol, or other substance dependence problems.
  - Consumer problems.
  - Problems of age, sex, or race discrimination.

- Describe the available resources for dealing with emergencies:

  - Emergency medical services.
  - Police services.
  - Fire services.
  - Crisis centers.
  - "Hotlines."
  - Transportation services.
  - Food services.

- Serve as a "sounding board" for those with problems (see Counselor).

- Provide moral support (see Counselor).

- Show compassion for those with problems (see Counselor).

- Encourage the development of "common sense."

- Prepare and help individuals and families to deal with a crisis or disaster.

- Identify and use information resources to locate community facilities and services.

- Use contacts constructively when seeking assistance with a problem.

- Identify those people in community agencies, organizations, and services who can help me cut through "red tape."

- Identify, use, and direct others to legal services:

  - Adoption.
  - Alimony.
  - Child support.

- Divorce/separation.
- Domestic court.
- Juvenile court.
- Probation.
- Small claims court.

(see Civil/Legal Rights Worker.)

- Think and behave rationally when dealing with an emergency.

- Set priorities in handling an emergency.

- Develop support systems to deal with emergencies.

- Teach others procedures to deal with emergencies.

- Identify and direct others to sources of food, clothing and shelter during personal crises or emergencies.

- Identify community resources that can supplement what a family has available:

  - Social services.
  - Educational facilities and programs.
  - Religious facilities and programs.
  - Cultural facilities and programs.
  - Library and other informational facilities and programs.
  - Transportation programs.

- Identify and use resources relevant to different cultural, ethnic and religious heritages.

- Describe the major considerations in selecting:

  - Support systems for emergencies.
  - Child care services.
  - Church or religious centers.
  - Funeral or mortuary services.
  - Legal services.
  - Health care personnel, facilities and services.

- Identify, use, and direct others to counseling services:

  - Employment.
  - Education.
  - Emotional/personal problems.
  - Programs for the elderly.
  - Programs for women.

- Describe the various kinds of federal and state aid available for people who are eligible and how to obtain this assistance:

  - Aid to dependent children.
  - Social Security.

- Unemployment compensation.
- Medicare/Medicaid.
- Food stamps.

- Identify, use and refer others to tenant's rights, welfare rights, block associations and other "grass roots" groups which bring about social change (see Advocate/Change Agent).

- Demonstrate my awareness of government programs and funding procedures.

- Help others identify funding sources which can meet the needs of a group or the community.

- Assist others in developing proposals to obtain funds for social programs and services (see Fund Raiser).

CONSUMER ECONOMICS SPECIALIST

A consumer economics specialist is able to evaluate the quality of goods and services, select goods and services wisely, determine if consumers are being treated in a just manner, and obtain assistance on consumer problems.

As a consumer economics specialist, I can:

- Evaluate the quality of the purchases I make:
  - Food.
  - Clothing and other textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services (child care, insurance, repairs, etc.).
- Determine from among several items of comparable quality which is the best buy, taking into consideration:
  - Cost.
  - Durability.
  - Frequency of use.
  - Type of use.
  - Style and other changes.
- Use unit pricing and other techniques to compare costs of items sold in different amounts and quantities.
- Detect potential health and safety hazards in items and avoid purchasing them:
  - Food.
  - Clothing and textiles (curtains, linens, rugs, etc.).
  - Housing.
  - Household items (appliances, furniture, etc.).
  - Automobiles.
  - Children's toys and games.
  - Services.
- Locate, use, and direct others to information resources which can help with:
  - Evaluating the quality of goods and services.
  - Evaluating health and safety hazards in goods and services.
  - Identifying best buys, savings in costs, etc.
- Identify, use, and direct others to groups and organizations which can help them with consumer problems (see Community Resources Specialist).
- Organize or take part in a food cooperative in order to achieve savings in the cost of grocery items.

- Organize or use other cooperatives to achieve savings.

- Select living quarters to meet my family's needs and circumstances.

- Describe my rights and responsibilities as a tenant.

- Help others obtain their rights as tenants.

- Describe my rights and responsibilities as a homeowner.

- Read and interpret a:

  - Lease.
  - Contract.
  - Warranty.

  (see Civil/Legal Rights Worker).

- Know what recourse a consumer has when:

  - A purchase does not function properly.
  - An item cannot be repaired.
  - A purchase has health or safety hazards.
  - An item or service purchased is not as advertised.
  - Services are not performed as agreed or promised.

  (see Civil/Legal Rights Worker).

- Select stores and services that best meet my family's needs and circumstances.

- Locate the true "discount" stores.

- Select insurance policies and plans (health, life, tenant, homeowners, auto, etc.) that are most appropriate to my family's needs and circumstances and explain the rationale for the specific policy chosen.

- Use my talents as resources by:

  - Making, altering, and repairing clothing for family members (see Clothing and Textile Specialist).
  - Canning, freezing and other home preparation of food.
  - Making simple home repairs (see Home Maintenance Technician).
  - Making household furnishings (bookcases, curtains, furniture, slipcovers, etc.).
  - Trading my services or goods which I have produced to obtain other goods or services.

- Select bank accounts, savings plans, and investments that best meet my family's needs and circumstances (see Financial Manager).

- Identify, use, and direct others to free or low-cost public services (see Community Resources Specialist).

- Analyze advertising and identify misleading material.

- Analyze sales promotions and determine if real savings are available.

- Investigate credit options and select those most appropriate to my family's needs and circumstances.

- Use credit cards and other forms of credit wisely.

- Know when to avoid credit and loans.

- Describe how to shop for a loan or mortgage.

- Demonstrate my skills as a consumer or monitor of consumption by:

  - Buying and using various products in the commercial market.
  - Knowing the advantages and disadvantages of various types of kitchen appliances and utensils.
  - Knowing which cleaning products and tools do the job most effectively and easily.
  - Knowing when medicines are needed, how to determine which brand is the most effective and economical, and how much to use of them.
  - Selecting good schools and knowing about other community educational resources.
  - Selecting and purchasing clothing that will be appropriate and durable.
  - Determining which home repairs are most appropriately, safely and cost-effectively done by a professional and which can be done by family members.

COOK/NUTRITIONIST

A cook prepares food for others. A nutritionist plans meals taking into account food values and dietary needs.

As a cook/nutritionist, I can:

- Serve attractive and palatable meals, taking into account:
  - Color, texture and appearance of food.
  - Nutritional needs of individuals to be served.
  - Available budget and food costs.
  - Food available and the likes and dislikes of individuals or groups served.
  - Preparation time and requirement.
- Prepare appetizing portable meals:
  - For invalids and shut-ins.
  - For picnics and outdoor meals.
- Package portable meals so as to prevent spoilage and maintain an attractive appearance.
- Adapt recipes to serve larger or smaller numbers of people.
- Cook food in large quantities to serve to groups of:
  - Preschool children.
  - School-age children.
  - Adults.
  - Ill or hospitalized individuals.
  - Elderly.
- Prepare meals or adapt recipes to meet allergy problems or special diet needs.
- Prepare food specialties for a regional, ethnic or cultural group.
- Evaluate the cost and nutritional values of alternative methods of preparing the same foods (see Consumer Economics Specialist).
- Take advantage of regional specialties and seasonal foods.
- Store food to preserve nutritional qualities and prevent spoilage.
- Describe common food spoilage problems and how they can be prevented.
- Read food labels to evaluate quality and weight of contents.
- Evaluate fresh fruits and vegetables for freshness.
- Evaluate meat, fish and poultry for quality and freshness.

- Determine the appropriate quantity of food to buy.

- Utilize recipes and cookbooks.

- Prepare food according to a variety of methods.

- Preserve food for later use by freezing or canning.

- Select, use and care for kitchen appliances and utensils.

- Use kitchen equipment safely.

- Conserve energy in food preparation and storage.

- Plan and prepare nutritious snacks.

- Compare the cost and nutritional value of convenience food, "junk" food, and home prepared equivalents (see Consumer Economics Specialist).

- Prepare and utilize garnishes to make a meal more appealing.

- Demonstrate knowledge and understanding of the basic elements of nutrition by:

  - Assessing the nutritional needs of the people and/or animals for whom I am responsible.
  - Describing the variations of nutritional needs relative to age, exercise, body weight, metabolism, and special conditions like pregnancy or nutritional deficiencies.
  - Describing alternative sources for meeting various nutritional requirements (vitamins, milk substitutes, etc.).
  - Describing symptoms of various nutritional deficiencies or excesses and their remedies (such as poor night vision from lack of vitamin A).
  - Describing the ramifications of the special diets of which I am familiar.
  - Describing the basic nutrients (fats, carbohydrates, proteins, vitamins, and minerals) and how they are digested and used by the body.

- Demonstrate skills related to cost effective nutritional planning by:

  - Using effectively the resources available to me, or potentially available to me, i.e., available time (mine and other's), abilities, supplies (freezer, refrigerator, oven, mixers, utensils, storage space, etc.), information, and money and how they influence my ability to be effective.
  - Dealing with a sudden change in resources.
  - Obtaining help from social service agencies if my resources are limited, suddenly reduced, or changed by an emergency.
  - Buying in bulk or in smaller quantities, depending upon the appropriateness of each to the situation.
  - Obtaining food from various sources (growing ones own, co-ops, farmers' markets, specialty stores, large chain grocery stores).
  - Selecting foods at various stages of the preparation process (i.e., "raw" form, semi-prepared, prepared, etc.).

- Demonstrate skills associated with food preparation and storage by:

  - Describing the methods I have used to store various kinds of foods (canning, freezing, etc.).
  - Describing the unique properties of various food products, i.e., leavening agents, preservatives, etc.
  - Describing the health and safety precautions needed during food preparation and methods of dealing with emergencies which may occur.
  - Describing methods of determining the nature of various cooking conditions or problems and what corrective procedures can be taken.
  - Properly using various food preparation appliances, utensils, etc.
  - Describing the meaning of terms used in cookbooks.
  - Describing the characteristics of measurement and converting quantities from one measurement system to another.
  - Describing special food preparation techniques for serving large numbers of people or for unusual nutritional needs such as ethnic, gourmet, fat-free or food allergy diets.
  - Describing differences in food selection and preparation in various cultures.

- Demonstrate skills in meeting nutritional needs outside the home by:

  - Describing the advantages and disadvantages of food sources which might be considered while traveling.
  - Describing sources of food, other than restaurants, for use while traveling or camping (dehydrated foods, wild foods, etc.).

- Demonstrate knowledge of food poisoning by discussing its causes and prevention.

- Demonstrate knowledge of laws related to nutrition including content and labeling laws, health and cleanliness laws, etc.

- Teach others good nutritional practices (see Teacher/Trainer).

COUNSELOR

Counselors advise people who are seeking assistance with a problem. Informal counseling often occurs in conjunction with other activities, such as managing personnel or serving as an advocate/change agent. Formal counseling programs frequently require training prior to beginning work; paraprofessionals and volunteers in these programs typically work under the supervision of a professional.

In my work as a counselor, I can:

- Establish rapport with the person seeking advice.

- Use techniques which help people to talk spontaneously by:

  - Selecting an appropriate physical setting for counseling.
  - Showing receptiveness by giving attention and by listening carefully.
  - Using reinforcements (both verbal and nonverbal) for encouragement and support.
  - Describing how facial expression, posture, and tone-of-voice affect communication.

- Build client confidence toward the counseling agency.

- Demonstrate my questioning skills by:

  - Using exploratory questions to obtain background information.
  - Knowing how and why to use open-ended questions.
  - Using probing techniques to obtain further information.
  - Describing two-step probing and its use.
  - Adapting my questioning to the background of the person and to the nature of the problem.
  - Using double-edged questions to help individuals obtain greater insight.
  - Avoiding leading questions.
  - Using softening techniques when using direct questions.
  - Phrasing questions so as to help the respondent "save face."

- Demonstrate my listening skills by:

  - Describing the qualities which make for an effective listener.
  - Showing how my objectives (both long-range and short-range) as a listener influence my listening approach.
  - Using techniques to determine if what I have heard is what the person wanted me to hear.
  - Using techniques to give listening feedback.

- Describe different counseling techniques and show how and when each is used.

- Describe the psychological theories on which different counseling techniques are based.

- Demonstrate my awareness of the legal and ethical problems related to confidentiality.

- Demonstrate techniques to control the interchanges in counseling situations by:

  - Using techniques to expand or limit the focus of the discussion as needed.
  - Using methods to help a person expand the options under consideration.
  - Using methods of values clarification.
  - Describing how to determine when a situation needs to be referred to others.
  - Discussing various approaches to decision making and the rationale for each.
  - Controlling the pace of the interchange.
  - Using techniques to exclude irrelevant detail.
  - Using interview guides when appropriate to structure the situation.

- Identify an individual's problems and difficulties by a variety of methods, such as:

  - Question and interview an individual to obtain information.
  - Observe an individual's performance or interactions with others to identify problems.
  - Work with an individual's family, co-workers, teachers, or others to identify problems.
  - Use tests or other diagnostic devices to identify problems.

- Take notes unobtrusively during counseling or an interview, and use these notes later in dealing with the client's problem.

- Describe the kinds of information necessary to handle different types of counseling problems.

- Interpret data and use it in counseling, such as:

  - Interview and background.
  - Observational data.
  - Test data.
  - Other. (Specify) _____

  _____

- Do referral counseling, such as:

  - Build resources for referral.
  - Describe methods and considerations in using referral resources.
  - Use appropriate techniques for people seeking help for themselves and for others.
  - Demonstrate the special skills needed in phone referral counseling.

- Do intake or entrance interviewing, screening, and placement.

- Determine the urgency of a problem or concern and handle it appropriately.

- Handle crisis intervention by:

  - Identifying crisis situations.

- Dealing pro-actively with the people surrounding the crisis.
- Describing responses to different kinds of crisis situations.
- Demonstrating my ability to make priorities in handling a crisis and the factors to be considered.
- Describing the special skills needed for dealing with particular crises situations, such as:

  - Alcohol problems.
  - Drug problems.
  - Disasters (earthquake, flood, etc.).
  - Poisoning.
  - Rape.
  - Other. (Specify) _____

  _____

- Demonstrate techniques for dealing with people who complicate a crisis situation rather than aiding it.

- Demonstrate the skills required in career counseling and life guidance by:

  - Using tests and other devices to assess aptitudes and interests.
  - Describing resources which can be used to assess interests and determine alternatives.
  - Using methods to implement and follow up decisions.

- Demonstrate the skills used in intensive individual counseling, group counseling, and therapy situations by:

  - Describing the cues which can be used to assess state (emotional, physical, etc.).
  - Distinguishing between techniques appropriate for group and individual counseling or therapy.
  - Describing the cues which can be used to determine the effectiveness of counseling.
  - Demonstrating skills which support professional counseling.
  - Using special techniques in group counseling to develop group solidarity, to deal with group conflict resolution, and to elicit self-disclosure, etc.
  - Using cues to help understand group processes and interaction.
  - Demonstrating skills used as support for professional counseling.

FINANCIAL MANAGER

Managing finances involves responsible allocation and monitoring the use of personnel, time, and resources so as to exercise control of money and resources for a family or for an organization, program or activity.

As a financial manager, I can:

- Plan ahead and set monetary goals.
- Plan and prepare budgets using:
  - Fund budgeting.
  - Program budgeting.
  - Other budgeting techniques. (Specify) _____
- Budget existing funds.
- Present the rationale and justification for a budget.
- Maintain family financial records.
- Understand and interpret a budget.
- Prepare budget projections based on historical analysis and cost trends.
- Prepare cost estimates from data about the utilization of personnel, time, and materials.
- Establish procedures to monitor income and expenditures.
- Establish procedures (incentives, etc.) which encourage fiscal responsibility.
- Monitor income and expenses so as to exercise fiscal control or, when necessary, adjust existing budgets.
- Demonstrate a knowledge of basic bookkeeping techniques.
- Demonstrate a knowledge of basic accounting procedures.
- Apply appropriate accounting and/or bookkeeping techniques in maintaining financial records.
- Establish and maintain fiscal records and procedures which will meet external audit and/or accountability requirements.
- Plan an investment program in keeping with family or organizational needs and objectives.
- Demonstrate knowledge of the fundamentals of investing by explaining which investments were made or considered and why.
- Demonstrate a knowledge of various types of investments and the advantages

and/or disadvantages of each: Stocks _____, Bonds _____, Money Market Instruments _____, and Other _____.

- Apply the "total return" concept to investments when appropriate.

- Monitor an investment program and evaluate its effectiveness in relation to:

  - Organizational or family needs.
  - Other investment programs.
  - Economic and market indicators.

- Select bank accounts, insurance policies, etc., that are the "best buys" which meet family or organizational needs.

- Establish work flow and work load procedures.

- When income and cash flow analyses indicate that it is appropriate, plan and execute appropriate short-term investments.

- Conduct salary administration and performance reviews for paid workers.

- Establish and maintain quality control procedures for individuals and products.

- Train others in financial management procedures (see Teacher/Trainer for related skills).

- Determine prices on the basis of cost and overhead factors when a product or service is sold.

- Discuss the social implications of investment decisions (how company policies can affect the environment, minorities, women, etc.) and decide if an investment is appropriate to the philosophy of my organization.

- Know how to obtain information about both the economic condition and the activities of a company before making an investment decision and/or voting proxies.

- Demonstrate my skills as a consumer or monitor of consumption (see Consumer Economics Specialist).

- Demonstrate my knowledge of laws which can affect family or organizational finances by:

  - Describing laws related to family finances and such circumstances as death, divorce, child support, etc.
  - Describing bankruptcy laws and procedures.
  - Describing home/business laws and procedures.
  - Describing laws related to income taxes, social security taxes, etc., and using them to maximize savings and/or income.
  - Describing social services legally available from the government or service agencies and the process of obtaining them.

- Demonstrate my knowledge of real estate by:

  - Discussing the (dis)advantages of (long- and short-range) buying, renting, condominium owning, etc.
  - Evaluating a neighborhood's appropriateness to family needs.
  - Knowing how to evaluate structure, plumbing, wiring, sewage, etc., when selecting a house or apartment.

- Evaluate a real estate purchase by:

  - Describing how to obtain information on taxes, loans, zoning, forecasted real estate charges, etc.
  - Discussing the relative importance of these factors.

- Prepare and defend income tax returns.

FUND RAISER

Fund raising is the development of a system of financial support for an organization, program, or activity.

In my work as a fund raiser, I can:

- Assess needs so as to determine what financial support is required (see Problem Analyst/Researcher for related skills).

- Plan a fund-raising activity, including:

  - Identifying objectives and specific goals.
  - Identifying potential sources of funds from:

    - Government (local, state, federal).
    - Business and industry.
    - Foundations.
    - Individuals.
    - Other organizations.

  - Selecting methods and strategies appropriate both to organizational image and potential funding sources.
  - Estimating requirements for people, materials, and time.
  - Estimating cost of a fund-raising effort.

- Demonstrate knowledge and understanding of the code of ethics regarding fund raising.

- Demonstrate knowledge and understanding of tax laws and other regulations which affect fund raising.

- Utilize the tools of fund raising by:

  - Demonstrating knowledge of resources such as foundation directories, directories of government programs, etc.
  - Demonstrating a knowledge of financial management (see Financial Manager).
  - Demonstrating knowledge of proposal preparation skills (see Problem Analyst/Researcher for related skills).
  - Demonstrating knowledge of techniques in preparing promotional materials (see Public Relations/Communications Worker for related skills).
  - Demonstrating an understanding of the motivations and needs involved in contributing to a group, organization, or program and methods to build on these.

- Administer a fund-raising program, including:

  - Selecting or recruiting staff and workers.
  - Training others in fund-raising techniques (see Teacher/Trainer for related skills).
  - Determining strategy.
  - Determining the target group.
  - Making work assignments and monitoring progress.

- Setting and communicating the goal.
- Coordinating multifaceted efforts.
- Assessing and reporting on progress.
- Modifying plans to meet changing circumstances.

- Raise funds by selling a product or service, including:

  - Selecting products or services to sell which are appropriate to the organization/agency image.
  - Selecting a clientele or target population.
  - Researching cost/benefit factors for alternative products, services, and delivery systems (see Financial Manager).
  - Planning and monitoring product or service delivery.
  - Selecting and recruiting sales personnel.
  - Training sales personnel.
  - Selecting sites, territories and/or locations for sales on the basis of clientele, cost, etc.
  - Determining if sales permits, leases, etc., will be needed and obtaining them.
  - Planning and implementing methods to monitor personnel, money, and materials (see Financial Manager).
  - Planning and implementing publicity for the product or service (see Public Relations/Communications Worker).
  - Maintaining records which will help others planning similar sales programs in the future.
  - Developing techniques or procedures for return or repayment of products, on sale or slow-moving products, etc.

- Raise funds by staging a special event, including:

  - Selecting the type of event which will be appropriate to organization/agency image.
  - Deciding if the event should be targeted to a specific clientele or to the general public.
  - Determining the cost/benefits of alternative types of events.
  - Planning and implementing publicity (see Public Relations/Communications Worker).
  - Organizing a plan for staging the event.
  - Selecting and recruiting individuals to work on various types of tasks and activities.
  - Training staff and participants (see Teacher/Trainer).
  - Obtaining and organizing materials.
  - Determining if permits and permission will be needed and obtaining them.
  - Selecting sites and locations for the event on the basis of factors such as target population, cost, etc.
  - Monitoring the work of staff.
  - Keeping records that will be of use to others planning similar special events.

- Raise funds from government, corporations, and/or foundations by:

  - Researching special interests of potential funding sources (see Problem Analyst/Researcher).

- Preparing a proposal.
- Contacting appropriate funding sources.
- Promoting a proposal, project, or special need.
- Preparing reports which demonstrate the organization or agency's accountability to the funding agency.

- Raise funds from the public through a campaign, including:

  - Planning the campaign theme and organizational strategy.
  - Recruiting workers for different levels of responsibility and different kinds of tasks.
  - Training and motivating workers (see Teacher/Trainer).
  - Preparing materials to be used in the campaign (see Public Relations/Communications Worker).
  - Monitoring the progress of the campaign.
  - Revising staffing and strategy to deal with emergencies or with inadequate public response.
  - Preparing reports which will be of assistance to others planning similar campaigns in the future.

GROUP LEADER

The leader of a youth group or a serving organization devises and implements programs which help people to develop and learn.

In my work as a group leader, I can:

- Articulate the philosophy of the organization or sponsoring group.
- Describe how the components of the program relate to organizational philosophy.
- Demonstrate a knowledge of human growth and development (see Child Care Specialist).
- Demonstrate a knowledge of theories of learning (see Teacher/Trainer).
- Demonstrate a knowledge of teaching methods and materials. (Specify areas) _____
- Select activities which will help people learn desired skills and attitudes.
- Determine the cost/effectiveness of alternative program components (see Financial Manager).
- Plan and coordinate a group program, including:
  - Defining program objectives.
  - Involving group members in program planning.
  - Selecting activities which will most efficiently lead to meeting the program objectives.
  - Selecting activities which are most appropriate for the age, background, and experience of group members.
  - Preparing program materials.
  - Determining the budget for the program.
  - Deciding on methods to evaluate the program.
- Administer a program, including:
  - Selecting and/or recruiting others for various responsibilities.
  - Training other adults as leaders or assistants (see Teacher/Trainer).
  - Helping group members take on leadership roles within the organization.
  - Working with members of the supervising board or agency.
  - Determining the effectiveness of various program components in meeting organizational goals.
  - Assessing the effectiveness of other leaders.
  - Organizing committees to carry out tasks.
  - Keeping records of individual and group progress.
  - Keeping budget and financial records (see Financial Manager).
  - Coordinating activities of various groups.
  - Securing financial resources (see Fund Raiser).
- Direct a group, including:

  - Organizing and conducting meetings.
  - Teaching activities such as: games, crafts, music, dance, dramatics, health and safety, art, outdoor/camping skills (see Recreation Worker).
  - Teaching citizenship, interpersonal skills, and democratic processes.
  - Demonstrating a knowledge and use of techniques and equipment specific to the organization's program.

- Abide by an organization's standards.

- Provide guidance and counseling to people when appropriate (see Counselor).

- Use appropriate techniques to deal with interpersonal problems.

- Use audiovisual equipment.

- Provide leadership for a youth group, including:

  - Demonstrating a knowledge of children's games (see Recreation Worker).
  - Storytelling, including demonstrating a knowledge of children's literature (see Library Assistant).
  - Demonstrating a knowledge of safe procedures for children's activities.
  - Describing how youth groups serve as socializing agents.

- Identify, use, or refer people to other groups or resources in the community that can supplement the group program (see Community Resources Specialist).

HEALTH CARE WORKER

A health care worker is responsible for providing in a home, hospital, or other institution, under the supervision of a medical care professional, services that will meet the physical and emotional needs of persons who have been injured in an accident, or who are physically or mentally ill due to acute or chronic disease, handicap, or other causes.

As a health care worker, I can:

- Provide a safe environment for a patient, including:
  - Installing special equipment where needed (e.g., shower bars, bed rails, etc.).
- Provide for the physical and emotional comfort of a patient.
- Provide for adequate substitute care when I am unavailable.
- Identify and fill the special nutritional needs of patients who are acutely ill and/or convalescing, including:
  - Planning and preparing meals to maximize nutritional value.
  - Following special diets and preparing special meals as required by the patient's condition.
  - Enhancing the appearance of food so as to stimulate a lagging appetite.
  - Supervising a patient's adherence to special diets.
- Provide for effective medical care for the patient, including:
  - Securing appropriate professional medical advice when needed.
  - Obtaining emergency medical treatment as necessary.
  - Performing routine home nursing procedures.
  - Transporting the patient to health facilities.
  - Practicing preventive medicine.
  - Knowing how to perform first aid if necessary.
  - Administering medication as directed by medical practitioners.
  - Knowing and recognizing symptoms of change or complication of a patient's condition.
  - Changing dressings.
  - Administering enemas or douches.
- Maintain hygienic conditions for the patient, including:
  - Keeping the patient's surroundings clean and germ free.
  - Regularly laundering clothing and bed linens.
  - Helping the patient with personal grooming--bathing, hair care, mouth and tooth care, nails.
  - Changing bed linens without unduly disturbing the patient.
- Identify and appropriately use resources in the community which may enrich the life of the patient, including:
  - Public services (visiting nurse association; meals for the elderly;

transportation to public facilities, institutions, and events; Medicare and Medicaid; recordings for the blind, etc.).
  - Individual services (large-print newspapers and books, home hair care and grooming, home-bound teachers, etc.).

- Document patient progress as needed, including:

  - Using a thermometer to assess temperature fluctuations.
  - Knowing and noting symptoms of change in the patient's state.
  - Keeping records of medication given and noting side effects, if any.

- Recognize and provide for the psychological and social needs of the ill and/or elderly, including:

  - Dealing with anxiety, depression, loneliness, and fear.
  - Providing moral support.
  - Knowing when to allow visitors and when not to.
  - Dealing openly and honestly with illness and/or the possibility of death.

- Respect and observe precautions concerning confidentiality of patients and patient histories.

- Follow orders and accept supervision from health care professionals.

- Act as a courier between various departments of the institution.

- Learn and apply the rules of a specific institution in:

  - Greeting patients and visitors.
  - Answering telephones.
  - Providing information.
  - Maintaining and handling records.
  - Escorting patients.
  - Operating equipment (wheelchairs, stretchers, elevators, etc.).
  - Using special terminology and abbreviations.
  - Entering patient's or treatment rooms.
  - Directing questions to appropriate sources.
  - Discharging patients.

- Provide support and guidance to patients and their families under the supervision of a member of the religious ministry (see Counselor).

  - Plan for and help the patient enjoy appropriate exercise and recreation.
  - Encourage and aid in the development of self-sufficiency for the patient within the limits of his/her illness.

- Maintain needed supplies for the patient, including:

  - Keeping medicine and first aid supplies on hand.
  - Shopping for personal items required by the patient.

- Provide general assistance in the emergency room, including:

- Assisting professional staff in giving personal and individual attention to patients.
- Providing support to patients' families.
- Holding patients for suturing, intravenous medications, and injections.
- Transporting patients to other parts of the institution via stretcher or wheelchair.
- Keeping equipment closets and cabinets well stocked.

- Provide general assistance in the out-patient department, including:

  - Meeting patients.
  - Alerting appropriate personnel when emergencies occur.
  - Filling out initial information sheets.
  - Escorting patients to treatment.
  - Filing and pulling charts.
  - Performing errands for the patient's family, making phone calls, watching children, offering coffee.
  - Avoiding interference with professional staff activities.

- Deliver flowers to patients and maintain flowers in proper condition (see Horticulturist/Floral Designer).

- Distribute and collect menus and help patients to select meals.

- Assist in the pharmacy by:

  - Helping to salvage unused medications.
  - Packaging medicines.
  - Performing stock control activities: filing, checking, and verifying stock.

- Provide recreational activities for patients, including:

  - Yoga.
  - Indoor gardening.
  - Grooming.
  - Arts and crafts projects.
  - Sports.
  - Drama.

- Set up and maintain libraries or magazine collections for patients (see Library Assistant).

- Assist in the hospital laboratory, including:

  - Caring for laboratory animals (see Animal Care Specialist).
  - Conducting laboratory procedures under the direction of the professional staff (prepare slides, prepare samples for analysis, etc.).
  - Recording the results of laboratory tests and procedures.

- Organize, supervise and maintain a playroom for young patients.

- Care for a patient promptly and efficiently at the scene of an accident, including:

- Analyzing the situation and recognizing the potential problems.
- Setting priorities under stress.
- Attending to life-threatening emergencies first.
- Providing for the safety and protection of the patient and caring for injuries.
- Searching for medical identification information.

- Control an accident scene, including:

  - Examining the patient for injuries.
  - Removing the patient from life-threatening situations.
  - Exercising care in handling an ambulance.
  - Dealing with bystanders, and taking history from bystanders if necessary.
  - Assuming a subordinate role if physician is present.
  - Correcting life-threatening problems and immobilizing injured parts.
  - Extricating the patient so as to minimize damage to injured parts.
  - Responding to patient's and family's needs for comfort and reassurance.

- Provide safe and efficient transport and continuing care of the patient on the way to the hospital, including:

  - Driving emergency vehicle carefully to minimize disturbance to patient.
  - Knowing and abiding by laws and traffic regulations pertaining to ambulances.
  - Knowing efficient routes and alternate routes to the hospital.
  - Making proper use of lights and sirens.
  - Riding in compartment with patient.
  - Continually observing and protecting patient.
  - Administering care as indicated or instructed (see Transportation Specialist).

- Provide orderly transfer of patient and patient information to hospital emergency department, including:

  - Communicating vital information.
  - Delivering patient to emergency department.
  - Alerting emergency room to potentially high priority situations.
  - Assisting emergency department staff as requested.
  - Complying with hospital regulations.

- Perform communication functions, including:

  - Dispatching ambulances.
  - Requesting additional resources (police or fire).
  - Alerting emergency room personnel of arrival and condition of patient.
  - Operating radio communications equipment.
  - Following Federal Communications Commission (FCC) regulations concerning equipment.

- Keep records and make reports, including:

  - Interrogating patient, relatives, bystanders.
  - Providing information to medical staff and/or police regarding state of patient and circumstances surrounding accident.

- Perform basic life-support functions, including:

  - Treating shock.
  - Treating trauma and burns.
  - Applying splints and bandages.
  - Performing cardiac resuscitation.
  - Using airway adjuncts.

- Diagnose and treat medical emergencies:

  - Epileptic seizures.
  - Traumatic shock.
  - Insulin shock.
  - Hemorrhaging.
  - Poisoning.
  - Heart attack.
  - Childbirth assistance.
  - Psychiatric emergencies.

- Care for emergency vehicle and equipment, including:

  - Maintaining vehicle in a state of readiness.
  - Replenishing supplies.
  - Decontaminating and cleaning equipment routinely after use.

HOME MAINTENANCE TECHNICIAN

A home maintenance technician cares for a home and for the equipment in it.

As a home maintenance technician, I can:

- Manage the overall maintenance of my home, including:
  - Assessing what needs to be done.
  - Determining the costs and time involved, including the consequences of postponing the work.
  - Giving priority to tasks and determining the best sequence when several tasks must be undertaken.
  - Determining which tasks I can do.
  - Selecting people to make other repairs on the basis of:
    - Information from others, reputations of workers.
    - Cost and time estimates.
    - Inspection of other work which the repairer has done.
  - Inspecting home maintenance work and determining if it was/is done properly.
  - Knowing how to take legal recourse if repairs are improperly or poorly done.
  - Knowing how to take legal recourse if the owner of a building in which I am a tenant fails to keep it adequately maintained.
- Demonstrate my knowledge and skills in carpentry and construction, including:
  - Designing projects to build:
    - Toys.
    - Furniture.
    - Built-ins and/or cabinets.
    - Rooms and/or other house additions.
  - Executing projects by:
    - Building toys.
    - Making furniture.
    - Making built-ins and/or cabinets.
    - Adding onto a house or other room changes.
    - Planning for house remodeling.
    - Remodeling a house.
    - Drawing up construct blueprints and layouts.
    - Interpreting construct blueprints and layouts.
    - Selecting appropriate materials for construct or remodeling.
    - Paneling a wall.
    - Installing ceiling tiles.
    - Installing a fireplace.
    - Replacing/rehanging a door.

  - Selecting and installing woodwork, wood trim, and wood mouldings to create an architectural effect.
  - Applying caulking and/or weather stripping.
  - Selecting appropriate insulation and/or energy conserving materials for use in construction or remodeling.
  - Installing insulation.
  - Identifying different kinds and qualities of woods.
  - Knowing what types and qualities of wood are best for various construction uses.
  - Demonstrating proper care and use of carpentry tools.
  - Selecting the appropriate carpentry and construction tools for a job.
  - Installing kitchen cabinets and/or counter tops.
  - Being alert to the accident hazards around construction and taking accident prevention measures.

- Demonstrate my knowledge and skills in masonry work, including:

  - Installing tiles in a bathroom, on a kitchen counter, or for flooring.
  - Making a cement walk, terrace, or driveway.
  - Making or repairing a flagstone, cement block, or brick walk, floor, or terrace.
  - Making or repairing a stone, cement block, or brick wall or fence.

- Apply putty around loose panes of glass.

- Replace broken panes of glass.

- Repair or replace flooring, including:

  - Installing carpet tiles or vinyl/asphalt floor tiles.
  - Installing sheet vinyl, asphalt, or linoleum flooring.
  - Installing wall-to-wall carpeting.
  - Installing parquet or hardwood floors.
  - Refinishing hardwood floors.
  - Installing ceramic tile, quarry tile, flagstone, or brick floors.

- Make mechanical repairs on household items.

- Make or repair fences and other outdoor features, including:

  - Selecting the most appropriate materials for fences and outdoor features.
  - Sealing or resurfacing an asphalt (blacktop) driveway or walk.
  - Designing and/or drawing plans for fences, walkways, and other outdoor features.
  - Making an asphalt (blacktop) walkway.
  - Using railway ties, cement blocks, bricks, etc., to edge walks, create steps, or make raised flower beds.
  - Making or repairing wire fencing.
  - Making or repairing wooden fencing.

- Demonstrate my knowledge and skill in making electrical repairs, including:

  - Preventing problems in the electrical system and appliances.

- Diagnosing electrical problems.
- Correcting problems in the electrical system and appliances by:

    - Replacing batteries, light bulbs, and fuses correctly.
    - Replacing TV tubes.
    - Installing a TV or hi-fi antenna.
    - Installing a TV or hi-fi signal splitter.
    - Rewiring lamps, plugs, and/or small appliances.
    - Rewiring, installing, or replacing electrical switches, outlets, fixtures, or wiring.

- Making proper use of electrical repair equipment and diagnostic instruments.
- Observing safety procedures when working with electricity.
- Building a radio, intercom, stereo, or TV from a kit.
- Assembling and installing an electronic burglar alarm from a kit.
- Knowing what to do when an emergency problem occurs with the electrical system or an electrical appliance.

- Cope with problem insects and pests, including:

    - Preventing household pest and insect problems.
    - Diagnosing evidence of pest and insect problems.
    - Selecting the best pest or insect control technique for a given problem.
    - Using pesticides and/or insecticides safely and correctly.
    - Exterminating when necessary:

        - Rodents (mice, rats, etc.).
        - Insects (ants, roaches, termites, etc.).

- Demonstrate my knowledge and skill in making plumbing repairs, including:

    - Preventing problems in the plumbing system.
    - Diagnosing problems in the plumbing system.
    - Correcting plumbing problems by:

        - Replacing washers, gaskets, etc.
        - Using a "plumber's friend" or other techniques to clear blocked plumbing.
        - Adjusting or replacing a toilet flush mechanism.
        - Removing items from drain traps.
        - Replacing faucets, shower heads, etc.
        - Repairing/replacing leaky pipes.
        - Using shut-off valves to prevent plumbing emergencies.
        - Making proper use of plumbing tools.
        - Observing safe procedures when working with plumbing.

- Demonstrate my knowledge and skill in papering, painting, and plastering including:

    - Selecting the most appropriate wall covering for a given use, location or problem.
    - Selecting the correct paint for a given use, location or problem.

- Selecting equipment best suited for applying different types of paints and/or for different surfaces.
- Applying paint using a brush, roller, or spray.
- Maintaining painting equipment.
- Using spackle or other materials to repair or patch walls or ceilings.
- Constructing a wall or ceiling using dry-wall (plasterboard).
- Constructing a wall or ceiling using plaster or stucco.

HOME PLANNER AND DESIGNER

A home planner and designer selects a house or apartment, plans the furnishings and decor, and carries out or arranges for and oversees the implementation of these plans.

As a home planner and designer, I can:

- Select living quarters which meet family tastes and needs, taking into account:
  - Location (access to schools, work, shopping, recreation, family and friends, freedom from hazards, noise, problems, etc.).
  - Cost (mortgage, rent, taxes, owner's fees, etc.).
  - Availability of services and utilities.
  - Design.
  - Structural quality.
  - Room arrangement and traffic flow.
  - Number and types of rooms.
- Develop a plan for interior design by:
  - Analyzing the physical elements to be considered in planning and decorating a room (dimensions, placement of windows, heating system, etc.).
  - Analyzing the nonphysical elements to be considered in home design (use by children, aged, or handicapped; cleaning, and preservation of decor; flexibility, family values, etc.).
  - Analyzing how resources currently available can best be used (existing furniture, carpeting, accessories, etc.).
  - Determining possible changes or additions and the cost and consequences of each.
- Develop a multistage decorating plan if resources are not available to implement all desired changes.
- Apply principles of color, texture, and design in home decorating.
- Create original home designs.
- Describe and demonstrate how color, light, and space can be used to alter room appearance.
- Identify aesthetic guidelines for evaluating and planning home design (balance, proportion, etc.).
- Research products or materials with which I am unfamiliar (see Problem Analyst/Researcher).
- Research architectural and home furnishing styles of historical or regional interest (see Problem Analyst/Researcher).
- Prepare scale drawings of a room or house for use in decorating or in historical restoration (see Artist/Craftsperson).

- Identify resources which can aid me in restoring an older home or in assessing the value of a new one.

- Determine furniture needs.

- Restore, refinish and recycle furniture (see Home Maintenance Technician).

- Arrange furniture in an attractive and functional manner.

- Select upholstery or slipcovers for furniture, taking into consideration:

  - Cost.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.

- Upholster furniture (see Clothing and Textile Specialist).

- Make slipcovers (see Clothing and Textile Specialist).

- Evaluate quality when selecting household goods and furniture (see Consumer Rights Specialist).

- Determine floor treatments and floor-covering needs.

- Finish and refinish wooden floors (see Home Maintenance Technician).

- Select rugs, carpets and other floor coverings, taking into consideration:

  - Cost.
  - Existing condition of the floor.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.
  - Traffic flow in area.

- Install linoleum, vinyl tile, or similar floor coverings (see Home Maintenance Technician).

- Install wall-to-wall carpeting or carpet tiles (see Home Maintenance Technician).

- Determine wall treatments.

- Select paint, wallpaper, or other wall treatments, taking into consideration:

  - Cost.
  - Existing condition of the walls.
  - Durability.
  - Ease of maintenance.
  - Color, texture, and style.

  - Noise levels and need for noise control.

- Paint a room (see Home Maintenance Technician).

- Wallpaper a room (see Home Maintenance Technician).

- Panel a room (see Home Maintenance Technician).

- Select ceiling treatment taking into consideration:

  - Cost.
  - Existing condition of the ceiling.
  - Ease of maintenance.
  - Color, texture, and style.
  - Noise levels and need for noise control.

- Install ceiling tiles (see Home Maintenance Technician).

- Manage yard and garden care (see Horticulturist/Floral Designer).

- Manage the redecoration of a room or home:

  - Determine which tasks I can do.
  - Select people to do the work.
  - Negotiate contracts with workers or suppliers.
  - Read and interpret contracts and warranties (see Civil/Legal Rights Worker).
  - Explain my legal recourse if the work is improperly done, if furniture or goods are faulty, etc. (see Consumer Economics Specialist, and Civil/Legal Rights Worker).
  - Prepare cost estimates for work to be done.
  - Determine the best means of financing the redecoration (see Consumer Economics Specialist, and Financial Manager).
  - Keep accurate records of work and payments.

- Identify and correct conditions in the home which are fire or safety hazards.

- Prevent home conditions which increase the potential for fire (worn wiring, spilled flammable liquids, etc.).

- Select household goods and products that do not present hazards.

HORTICULTURIST/FLORAL DESIGNER

A horticulturist/floral designer is concerned with the practical aspects of growing (procuring, planting, maintenance, etc.) trees, fruits, vegetables, flowers, and ornamental plants.

As a horticulturist/floral designer, I can:

- Demonstrate my knowledge of the environmental influences which affect plant growth by:
  - Describing the properties of various kinds of soil including:
    - How to test the soil.
    - How to change soil properties.
    - How to identify plants which need or provide various soil properties.
    - How to improve soil drainage or prevent erosion.
    - How to get assistance with soil problems.
    - How to mix fertilizers appropriately.
    - How to prepare compost or alter the soil properties organically.
    - How to prepare soil prior to planting.
    - How to maintain soil after the growing season--if outdoors.
    - How to use the tools frequently needed in all soil work.
  - Describing methods of providing an optimum environment for the various kinds of plants I grow (moisture in the air, lighting, temperature, etc.).
  - Describing methods of protecting plants from the adverse effects of environmental influences which I can't alter.
- Demonstrate my knowledge of the biological functioning of plants by:
  - Naming all the parts of various kinds of plants and the function they serve for the plant.
  - Describing the process by which a plant gets its nourishment.
  - Describing the process of regeneration for various kinds of plants.
  - Describing the classification system used in ordering plants into groups.
- Demonstrate my knowledge of planting and transplanting procedures by:
  - Identifying the special care to be taken while transporting and transplanting a tree, shrub, or plant.
  - Describing the qualities of a plant to be considered prior to purchasing or transplanting.
  - Describing the growing season of various plants and how to determine when and where to plant seeds or seedlings.
  - Selecting appropriately between the varieties of plants or seeds available to me.
  - Demonstrating planting techniques.
  - Selecting containers appropriate for various types of ornamental and/or indoor plants.

- Demonstrate my knowledge of hazards affecting plants and how to remedy them by:

  - Describing the differences between animals and insects which are harmful to the plants I grow and those which directly or indirectly help the plants (bees and cross-pollination, lady bugs which eat aphids that eat leaves, etc.).
  - Detecting and diagnosing plant damage effectively.
  - Preventing damage to plants from insects and animals by using organic and/or inorganic methods.
  - Using various methods of weed control.
  - Describing the cost/effectiveness aspects of the various methods of insect and weed control described above.
  - Describing the resources available to me to obtain assistance with these kinds of problems.
  - Using and explaining any tools or materials used in pest or weed control.

- Demonstrate my knowledge of plant maintenance by:

  - Arranging my resources to allow for optimum plant maintenance.
  - Diagnosing a need for a change in maintenance procedures and proceeding to test my diagnosis.
  - Providing the care that different plants need for optimum growth.
  - Harvesting effectively.

- Demonstrate my knowledge of a particular method, or part of a method, for growing or caring for plants (organic gardening, creating hybrids, etc.).

- Demonstrate my in-depth knowledge of a particular kind of plant and its care.

- Demonstrate my knowledge of harvesting vegetables, fruits, and flowers.

- Demonstrate my knowledge of proper care for plant products (flowers once they have been cut; vegetables once they have been harvested).

- Demonstrate knowledge and techniques of plant pruning to facilitate growth and/or flowering under the following circumstances:

  - During the different seasons.
  - After transplanting.
  - For ornamental effects.

- Demonstrate my knowledge and skills as a landscape architect, including:

  - Evaluating and planning growing space based on needs and use.
  - Selecting trees, plants, paving, etc., appropriate to the site and use.
  - Changing outdoor areas in accordance with changing capabilities for care and maintenance.
  - Changing outdoor areas in accordance with changing use.

  - Evaluating plants, trees, shrubs, etc., before purchase, for their suitability to climate, location, growing conditions, etc.
  - Determining the cost of implementing and maintaining a given landscape plan.

- Apply principles of color, texture and design in floral arranging.

- Identify the aesthetic guidelines for planning floral arrangements (balance, proportion, etc.).

- Identify common plants and flowers and give their correct names.

HUMAN RESOURCES SPECIALIST

Human resources management involves allocating and monitoring the utilization of people, their time and their talents, within an organization, program, or activity.

As a human resources specialist, I can:

- Determine the number and type of individuals and the amount of time needed to accomplish a given task or activity.
- Prepare a staffing plan and present the rationale for it.
- Prepare staffing need projections on the basis of historical data and analysis.
- Prepare staffing need projections on the basis of problem survey data (see Problem Analyst/Researcher).
- Explain the relationship between a particular job and organization/agency/program mission (see Teacher/Trainer).
- Prepare cost estimates for the use of personnel and their time (see Financial Manager).
- Determine the cost/effectiveness of alternative plans for personnel allocation.
- Select and/or recruit individuals for a variety of jobs.
- Prepare job descriptions.
- Prepare advertisements to recruit personnel (see Public Relations/ Communications Worker).
- Target advertisements toward paid and/or volunteer workers.
- Demonstrate an understanding of the needs and motives which lead people to take part in volunteer work.
- Arrange for and/or conduct the organizational socialization of personnel (see Teacher/Trainer).
- Arrange for and monitor the job training of personnel (see Teacher/ Trainer).
- Demonstrate a knowledge of the psychological principles which govern people's behavior in work situations.
- Establish and maintain procedures to monitor work quality and quantity.
- Monitor the quality and quantity of work performed by individuals and/or task groups.

- Counsel with workers who are not performing up to organizational standards.
- Develop and use techniques which will minimize conflicts between paid and volunteer workers.
- Demonstrate the ability to use appropriate techniques to solve interpersonal problems (see Counselor).
- Use recognition or other psychic rewards to keep volunteer workers involved and productive.
- Help volunteers see the relevance of their organization/agency experience to their long-range career goals and/or personal development.
- Develop and maintain a system of evaluative records of job performance.
- Help supervisors deal with personnel problems.
- Maintain time and salary records for paid workers.
- Conduct salary administration and performance reviews for paid workers (see Financial Manager).
- Conduct performance reviews for volunteer workers.
- Handle outplacements and terminations.
- Train others in personnel management (see Teacher/Trainer).
- Understand and keep informed about labor laws (such as Taft-Hartley).
- Review and keep up-to-date on changes in state and federal laws for employee compensation and benefits.
- Develop an affirmative action program and monitor compliance.
- Plan and implement programs for staff development.
- Plan and monitor a retirement program.
- Deal with employee relations problems and develop programs to meet employee relations needs.
- Plan and implement personnel policies and review them regularly for needed changes.

LIBRARY ASSISTANT

A library assistant helps library users and assists the library staff in technical services.

As a library assistant, I can:

- Develop and/or maintain current files of special materials, such as:

  - Newspaper clippings.
  - Magazine articles.
  - Pictures.
  - Informal reports of local and community groups.

- Use and maintain audiovisual equipment, such as:

  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.

- Direct others in the use of audiovisual equipment, such as:

  - Slide projector.
  - Film projector.
  - Tape recorder.
  - Record player.
  - Microfiche/microfilm reader/printer.
  - Videotape machine.

- Use data processing equipment to check out/check in materials, identify overdue materials, etc.

- Assist librarian in purchasing and processing library materials, such as:

  - Typing purchase orders, catalogue cards, etc.
  - Checking invoices on new orders.
  - Processing incoming orders.
  - Reproducing (photocopying) catalogue cards, orders, etc.
  - Alphabetizing, sorting and filing catalogue cards, orders, etc.
  - Putting library plate, card pockets, etc., in new materials.

- Assist with the circulation of library materials, including:

  - Checking out materials.
  - Locating special materials and placing them on reserve.
  - Issuing and/or checking library users' cards.
  - Preparing overdue notices.
  - Sorting and shelving books.
  - "Reading the shelves" to see that materials are in proper location.
  - Reviewing the circulation record of materials to help in decisions about "weeding out" the collection.

- Making an inventory of materials to identify items that may be missing or misfiled.
- Inspecting books for wear/damage/need of replacement.

- Help with user services, including:

  - Providing information on library services, facilities and rules.
  - Answering questions that involve fact-finding in standard reference sources.
  - Helping users locate materials by use of the card catalogue.

- Work with preschool-age children, by:

  - Storytelling.
  - Using puppets.
  - Using audiovisual materials.
  - Reading aloud.

- Work with school-age children, including:

  - Helping them to differentiate between materials which promote learning and those which provide enjoyment only.
  - Helping them learn how to carry out library research.
  - Helping them learn how to select materials appropriate for their age, reading ability, and interests.

- Develop displays and special exhibits, including:

  - Seasonal/holiday.
  - Community events.
  - Ethnic/cultural heritage.
  - Special interests (arts, crafts, hobbies, travel, etc.).
  - Library programs, activities, services.

- Develop posters, leaflets and other brochures about library programs and services.

- Organize and maintain materials by:

  - Indexing local newspapers.
  - Repairing/re-covering books.
  - Filing newspapers and periodicals.
  - Recording books, articles, etc., on tape.

- Demonstrate knowledge in the use of office equipment, such as:

  - Typewriter.
  - Xerox.
  - Mimeograph.
  - Duplicating machine.

- Determine the needs of library users and refer them to the appropriate materials:

- Reference books.
- Books on specific subjects.
- Children's books.
- Periodicals.
- Audiovisual materials.
- Vertical file materials.
- Special collections.

- Analyze the appropriateness of library materials for:

  - Children of different ages.
  - Individuals with handicaps:

    - Visual.
    - Hearing.
    - Physical.
    - Mental.
    - Individuals with limited ability to read/speak English.

- Evaluate the appropriateness of nonprint materials (films, records, etc.) for specific groups and/or activities.

- Demonstrate my sensitivity to and awareness of community attitudes and concerns when planning.

- Assist parents, teachers and others working with children in selecting appropriate materials.

- Assist individuals with handicaps (e.g., visual) in locating and using special library materials which will meet their needs.

- Assist with programs and workshops for library volunteer programs:

  - Reading Is Fundamental.
  - Literacy volunteers.
  - Friends of the library.

- Assist with the development of bibliographies or other lists of library materials on selected topics.

MUSEUM ASSISTANT

Museum assistants describe and discuss museum exhibits with groups of individuals to improve understanding of what is being seen. They may work in art galleries or museums; in historical buildings, museums, reconstructions, or parks; in science or natural history museums; or in zoos. Other types of museum staff assistants may work in preparing, preserving, or restoring materials for display, in caring for plants or animals, in performing tasks or activities as part of the museum's demonstrations, or in conducting research.

As a museum assistant, I can:

- Plan and prepare a lecture-tour for children and/or adults.
- Translate information and facts to a level of understanding appropriate to the background and experience of the audience.
- Deliver a lecture-tour without notes but following a suggested outline.
- Modify the information given in a lecture-tour to suit children of various ages.
- Develop and use techniques which arouse curiosity and provide discussion during the lecture-tour.
- Demonstrate a knowledge of and the ability to use a library and other reference resources.
- "Read the nature" of a group during the first ten minutes of a lecture-tour and modify the remainder of the lecture-tour as appropriate.
- Know the criteria on which to judge a work of art.
- Plan a lecture-tour to meet specified educational objectives.
- Know the criteria on which to judge other lectures.
- Speak in public with confidence.
- Understand and be able to use techniques of group dynamics.
- Understand and be able to explain the policies of the organization or institution.
- Demonstrate my knowledge of:
  - Art history.
  - Art techniques (see Artist/Craftsperson).
  - World and/or national history.
  - State and/or local history.

- Plants (see Horticulturist/Floral Designer).
- Animals (see Animal Care Specialist).
- Science.
- Other areas. (Specify) _____

_____

- Describe methods of research and investigation (see Problem Analyst/Researcher).
- Prepare museum support materials (see Public Relations/Communications Worker).
- Demonstrate my knowledge of teaching methods and materials (see Teacher/Trainer).
- Develop written materials for use in lecture-tours.
- Use audiovisual materials in conjunction with lecture-tours.
- Demonstrate craft techniques.
- Take part in "living history" depictions/demonstrations.
- Explain the reasons and purposes for museums, zoos, etc.
- Know how to care for living plants and/or animals which are part of the collection.
- Know how to care for and maintain the materials and equipment in the collection.
- Develop and maintain a library of materials relevant to my lecture-tour specialty.
- Train others to work as staff assistants (see Teacher/Trainer).
- Work with members of the professional staff and/or with members of the supervising board.

PERFORMING ARTS SPECIALIST

A performing arts specialist uses skills related to drama, music, or dance to produce or take part in plays, concerts, films, broadcasts and similar events.

As a performing arts specialist, I can:

- Perform before an audience with poise and self-confidence.
- Speak clearly and distinctly.
- Memorize a script, composition, or dance routine and respond to cues from others.
- Express feelings and emotions through body movement, voice inflection, or instrumental style and interpretation.
- Understand the ideas and feelings that an author, composer or choreographer is trying to convey and make them clear to others.
- Instruct others in the basic techniques of drama, dance, or musical performance (see Teacher/Trainer).
- Direct actors and other workers in producing a play, broadcast, or film.
- Select scripts, dances or musical compositions that are appropriate for my ability, the abilities of those performing with me, and/or the nature of the audience.
- Direct and conduct other musicians in a choir, band, orchestra, or dance group.
- Recognize, explain, and follow the symbols involved in musical interpretation.
- Explain the special characteristics of different musical instruments and consider their effects when composing or arranging.
- Apply musical theory in performing in or composing, arranging, or conducting for instrumental or vocal groups.
- Sight-read music.
- Create dance routines for myself or others.
- Move with rhythm and grace and in coordination with other performers.
- Demonstrate the basic steps or routines in one or more types of dancing (ballet, tap, etc.).

PROBLEM ANALYST/RESEARCHER

A problem analyst/researcher systematically assesses a topic or the current status and/or needs related to a problem, program or service to identify causal factors and possible solutions. The problem analyst/researcher usually collects original data; sometimes the problem analyst/researcher uses or reanalyzes data collected by others.

As a problem analyst/researcher, I can:

- Develop plan(s) for investigating the problem area.
- Identify and obtain information about:
  - The target populations affected by the problem.
  - The sources of power which can facilitate or block the implementation of change (see Advocate/Change Agent for related activities).
  - The existing programs, resources, and other factors which impact on the problem.
- Assess the impact of the preceding factors on the problem area by various data collection techniques such as interviewing, surveying, public discussions, etc.
- Compile a list of specific needs or problems within the problem area.
- Give priority to those needs and problems which are most important and practical to pursue.
- Define potential actions in terms of cost/effectiveness.
- Describe the problem area(s) for purposes of program development by:
  - Summarizing data for ease in interpretation.
  - Keeping records of contacts and resources.
- Describe the nature of organizational and community structures as they relate to the problem area and its potential solutions.
- Select problem area(s) relevant to organizational needs.
- Limit the research focus by:
  - Conceptualizing issues.
  - Defining variables.
  - Making operational relevant measures.
  - Identifying the unit of analysis.
  - Generating hypotheses.
- Collect background information by:

- Locating information sources such as:
  - Written materials.
  - Data banks.
  - Interviews.
  - Surveys.
- Summarizing past experience with problems.
- Evaluating the utility of past efforts.

- Design research, by:
  - Selecting research design.
  - Selecting sampling techniques.
  - Selecting survey techniques.
  - Developing practical plans of identifying:
    - Needs.
    - Time.
    - Costs.
    - Personnel.

- Manage proposal development, by:
  - Locating potential sources of funding (see Fund Raiser).
  - Writing a proposal to include:
    - Background.
    - Design.
    - Time and cost estimates.
    - Expected outcomes.
    - Utility of research to the organization and to the larger society.
  - Meeting with funding agencies to promote the proposal.
  - Adapting proposal to meet requirements of funding source.

- Obtain data to:
  - Foster cooperation with community groups and/or relevant institutions and agencies to gain their support for the research.
  - Recruit and train data collectors.
  - Select appropriate data collecting instruments.
  - Design and validate new data collecting instruments.
  - Use appropriate sampling and survey techniques.
  - Monitor data collected for quality control.

- Obtain the informed consent of participants.

- Obtain data from existing information banks.

- Process data to:

  - Develop coding procedures.
  - Train coders.
  - Supervise coders for quality control.
  - Select and implement other data reduction procedures.
  - Develop computer programs appropriate for the research design.

- Analyze and summarize data by using:

  - Averages or other measures of central tendency.
  - Measures of dispersion or deviation.
  - Measures describing relations (correlations).
  - Other techniques of bivariate or multivariate analysis.
  - Tables or other means of categorical aggregation.
  - Graphs and charts.
  - Tests of significance.
  - Experimental effects analysis.
  - Nonexperimental causal analysis.

- Make inferences from data.

- Make conclusions and recommendations from data to:

  - Formulate planning recommendations.
  - Make recommendations for further study.
  - Develop policy recommendations.

- Write research report(s).

- Disseminate research results to appropriate groups.

PUBLIC RELATIONS/COMMUNICATIONS WORKER

Public relations and communications are used to increase knowledge and understanding of an organization, its products, and/or its program. Public relations/communications workers disseminate information to individuals and groups outside of the organization or agency. They also process information received from outside the organization.

In carrying out my work in public relations and communications, I can:

- Conceptualize communications and public relations programs which interpret the goals of the organization.
- Plan and develop a public relations program.
- Identify target audiences.
- Determine the communications technique(s) appropriate to each audience.
- Gather information by:
  - Conducting interviews.
  - Confirming facts.
  - Identifying trends.
  - Locating background data.

  (see Problem Analyst/Researcher.)
- Identify representatives of other organizations and of local, state and federal governments to receive information about organizational activities.
- Establish an interchange with appropriate representatives from:
  - Members of the target group.
  - Volunteer coordinating agencies.
  - Private and civic organizations.
  - Business, industry and professional groups.
  - Foundations.
  - Local government.
  - State government.
  - Federal government.

  (see Fund Raiser and Advocate/Change Agent.)
- Write the following:
  - News stories.
  - Feature stories.
  - Fact-sheets for editorial background.
  - Reports.
  - Speeches.
  - Scripts for radio/television.

  - Other materials describing the organization and its program for the public.
  (see Teacher/Trainer for internal publications.)

- Prepare audiovisual materials, videotapes, and/or films by:

  - Utilizing audiotape and/or videotape equipment.
  - Utilizing photographic equipment.
  - Directing acting, speaking, and filming.

- Prepare visual materials, such as:

  - Photographing events for news media or other publications.
  - Designing and preparing art work.
  - Designing displays and/or posters.

- Coordinate development of materials for production, such as:

  - Edit publications.
  - Edit films and/or tapes.
  - Design layouts.

- Work with printers, publishers, and/or producers.

- Work with mass media (press, radio, television) to:

  - Select optimum outlets for placement of material and identify contacts.
  - Adapt and edit materials according to mass media standards.
  - Conduct press conferences.
  - Maintain good relations to facilitate placement of material.

- Speak publicly, such as:

  - Deliver speeches.
  - Promote an organization, program, or service (see Advocate/Change Agent).
  - Participate as a member of a panel or debate group.
  - Give interviews.
  - Conduct or moderate interviews, panel discussions, debates.

- Publicize and promote organizational materials.

- Plan distribution of publications and other materials.

RECREATION WORKER

A recreation worker leads or assists a leader of recreational activities for specified groups in the setting of a school, community, social, or church related organization.

As a recreation worker, I can:

- Develop recreational programs and activities that foster individual and group development.
- Develop specific goals and plans for particular recreational activities.
- Identify resources in personnel, money, materials, time, and authority needed to implement a recreational program.
- Develop and use techniques which will enhance relations among people.
- Demonstrate ability to use appropriate techniques to solve interpersonal problems.
- Demonstrate knowledge of teaching methods and materials (see Teacher/ Trainer).
- Develop and maintain a library or collection of relevant materials, games, and other recreational equipment and supplies.
- Plan and organize cooperative and competitive activities and know when each is appropriate.
- Teach one or more of the following:
  - Games.
  - Crafts.
  - Music.
  - Dance.
  - Dramatics.
  - Art.
  - Outdoor skills.
  - Conservation.
  - Cooking.
  - Sports.
  - Camping.
- Demonstrate knowledge of the use and care of audiovisual equipment, gymnastic and sports equipment, tools, crafts equipment, and camping equipment.
- Speak publicly, including:
  - Articulating rules and procedures to participants.
  - Promoting the organization and its activities to potential sponsors.
  - Publicizing special events.

- Establish rapport with individuals of diverse backgrounds.
- Raise funds for a recreational program (see Fund Raiser).
- Demonstrate techniques to prevent or limit conflict between individuals.
- Demonstrate knowledge of safety precautions required by potentially hazardous activities in sports, crafts, camping, etc.
- Determine the urgency of a problem and handle it appropriately.
- Demonstrate a knowledge of individual growth and development.
- Select recreational activities that will help individuals learn desired skills and attitudes.
- Keep records of individual and group progress.
- Understand and use techniques of group dynamics.
- Plan and carry out field trips to sporting events, dramatic presentations, concerts, recreation areas, museums, zoos, etc.
- Develop positive participant attitudes by:
  - Selecting appropriate activities.
  - Providing positive feedback.
- Provide advice and informal counseling to participants.
- Determine participant interests and plan activities around them.
- Demonstrate knowledge of capacities and needs of special groups:
  - Preschool children.
  - Children during early school years.
  - Adolescents.
  - Boys/Girls.
  - The elderly.
  - The physically handicapped.
  - The mentally handicapped.
  - Single parents.
- Budget existing funds (see Financial Manager).
- Recognize and deal with medical emergencies (see Health Care Worker).
- Interact appropriately and adaptively with personnel and goals of the sponsoring agency.

SALES WORKER/ORGANIZER

A sales worker/organizer operates or supervises the operations of a store or sale or the selling of an item or service.

As a sales worker/organizer, I can:

- Assess potential markets for products or services that might be offered.
- Select items or services to sell that are appropriate for the organization/group image and goals.
- Select sites, neighborhoods, or locations for a sale or store on the basis of information about potential customers, costs, etc.
- Determine if sales permits, leases, etc., will be needed and obtain them.
- Identify or select the intended clientele or target population for a store or sale.
- Determine the prices of items or services on the basis of cost and overhead factors.
- Establish and maintain quality control procedures.
- Demonstrate knowledge and understanding of the regulations--tax laws, sales permits, leases, etc.--which apply to stores or to fund-raising sales (see Fund Raiser).
- Purchase, obtain, or create items for sale.
- Survey and choose among suppliers of products and services on the basis of quality, appropriateness, cost, and reliability.
- Determine the cost/benefit factors for different types of products and services, or for different kinds of stores and sales.
- Perform, arrange for, or supervise the performance of sales related functions, such as advertising, publicity (see Public Relations/ Communications Worker), pricing, selling, delivery, banking, record keeping (see Financial Manager), and janitorial work.
- Design and prepare displays for store interiors or windows (see Artist/Craftsperson).
- Recruit and select sales personnel (see Human Resources Specialist).
- Establish procedures to monitor personnel, money, and inventory (see Financial Manager).

- Train others in established sales procedures (see Teacher/Trainer).
- Develop methods and procedures for return of products, repayment for unsold goods, sale of slow-moving or leftover items, etc.
- Develop specific goals for a sales activity within the constraints of available time, space, and personnel.
- Evaluate buyer behavior and consumption patterns.
- Maintain correspondence with suppliers and sale/store clientele.
- Organize a sale into its component parts and determine the sequence in which these activities must be performed.
- Develop and maintain store/sale budgets and financial records (see Financial Manager).
- Make appropriate use of business records, such as purchase orders, receipts, and sales slips.
- Demonstrate the use of bookkeeping techniques and accounting procedures used in store or sales records (see Financial Manager).
- Coordinate the execution of simultaneous sales activities (see Administrator/Manager).
- Demonstrate the use of business machines, such as a typewriter, photocopier, cash register, adding machine, and hand calculator.
- Make or maintain an inventory record of items on hand and/or sold to determine what and when to reorder.
- Deal effectively with customers, including:
  - Providing information about products or services.
  - Explaining pricing policies.
  - Establishing procedures for customer returns or repayment for items or services.
  - Handling complaints.
- Establish and maintain sales/store records, including:
  - Profit/loss statements.
  - Expenditure/income statements.
  - Periodic reports to sponsoring agencies and/or other involved groups.
  - Records to help others develop similar sales programs or stores.

TEACHER/TRAINER

A teacher helps individuals or groups of individuals to learn facts or skills or to improve their learning techniques. A trainer teaches specific jobs, skills, and/or tasks; training also involves the organizational socialization of other workers.

In my work as a teacher/trainer, I can:

- Establish a good working relationship with a learner or group of learners.
- Develop positive student attitudes toward learning by:
  - Selecting tasks of appropriate difficulty.
  - Telling the learner when a job is well done.
- Encourage and support the learner and help the learner to develop a positive self-concept by:
  - Complimenting the learner for good work and good thinking.
  - Showing acceptance of the learner by giving attention and by listening carefully.
  - Helping the learner respond to increasingly difficult materials.
- Work cooperatively with the learner's teacher and/or school by:
  - Abiding by school rules relating to tutors or aides.
  - Being positive about the teacher and school in discussions with the learner.
  - Following the teacher's plan of instruction.
  - Providing the teacher with information on learner progress.
- Provide advice and informal counseling to the learner, when appropriate (see Counselor).
- Identify learner needs and difficulties:
  - By direct observation of and/or interaction with the learner.
  - From test data or other diagnostic devices.
  - Through discussion with the teacher(s) who regularly instruct(s) this learner.
  - Through discussion with other school personnel (counselors, psychologists, etc.).
- Determine learner interests and plan instructional activities around them.
- Plan a lesson or series of lessons including:
  - Objectives.
  - Teaching methods and techniques.
  - Instructional materials (both written and audiovisual).

- Evaluation techniques.

- Pace instruction at a speed appropriate to the learner.

- Set and monitor instructional objectives.

- Select instructional material and techniques appropriate to learner background and experience.

- Demonstrate knowledge of learning theories and their application.

- Demonstrate knowledge of teaching methods and materials.

- Develop written materials for use in teaching or training.

- Develop audiovisual materials for use in teaching or training.

- Develop and maintain a library of materials for use in teaching or training. (Specify subject and/or level) _____

  _____

- Demonstrate knowledge of the subject(s) which I teach.

  (Specify) _____

  _____

- Evaluate learner progress by:

  - Observation.
  - Oral questioning.
  - Use of tests or other evaluative devices.

- Use questioning techniques appropriate to instructional objectives.

- Make an effective oral presentation to a group.

- Demonstrate a knowledge of group interaction techniques and of their use.

- Train others to be teachers or trainers.

- Articulate the philosophy of the organization.

- Explain the relationship between a particular job and organization/agency/program mission.

- Identify training needs (see Problem Analyst/Researcher).

- Make an overall training plan which includes:

- General learning objectives.
- Overall teaching strategies.
- Teaching method.
- Budget for training costs.
- Schedule and site consideration.
- Materials, both written and audiovisual.
- Evaluation techniques and instruments.

- Determine the cost/effectiveness of various training approaches.

- Determine the suitability of various training approaches for individuals with different backgrounds and experiences.

- Develop training manuals for other trainers to use.

- Administer a training program, including:

  - Selecting and recruiting training personnel.
  - Selecting training methods and materials which are both appropriate to the group and cost/effective.
  - Setting training goals.
  - Conducting the training of those who will train others.
  - Monitoring the progress of those being trained.
  - Monitoring the progress of those doing the training.
  - Modifying training programs and techniques if the goals of the program are not being achieved.
  - Evaluating the effectiveness of the training program.
  - Preparing and evaluating reports on training programs.
  - Monitoring and evaluating the job performance of those who were trained.

- Conduct a training session.

- Train others to do specific job(s) or task(s).

  (Specify) _____

  _____

- Know how and when to use different role-playing techniques in training.

- Help those being trained to see the relevance of their training experience to their long-range career goals and/or personal development.

- Evaluate the training programs of others.

TRANSPORTATION SPECIALIST

A transportation specialist plans and schedules the transfer of people and/or materials from one location to another, provides for this transfer, and/or cares for the vehicles used.

As a transportation specialist, I can:

- Survey the transportation needs of people, including obtaining information about the special needs of groups, such as children, the handicapped or the aged.
- Identify the requirements for transporting the materials used by an organization or program.
- Design transportation plans for people or materials to meet identified needs and requirements.
- Schedule the individuals and vehicles needed to implement a transportation plan.
- Monitor and keep records for a transportation program to maintain the quality of service and to identify when changes are needed.
- Serve as the dispatcher for a transportation program.
- Coordinate a number of pick ups or deliveries.
- Plan or select a transportation route that will be most efficient in terms of time involved and fuel consumption.
- Read and use maps to plan a route.
- Identify and use alternative routes when unexpected conditions affect the routes planned.
- Select the type of vehicle to be used in a transportation program on the basis of analysis of the vehicle characteristics and the needs and requirements of the program.
- Decide among the various forms of finance for vehicles (purchase, long-term leasing, short-term rental).
- Select appropriate insurance for vehicles and drivers and for the passengers, and/or materials being transported.
- Keep records of vehicle insurance, registration, and/or operators' licenses.
- Read and interpret the leases, contracts, warranties and insurance policies involved in vehicle rental or purchase.

- Describe the process involved in registering and inspecting automobiles and/or other vehicles.
- Describe the process involved in obtaining a license to operate various types of vehicles (automobile, bus, taxi, etc.).
- Monitor the condition of vehicles to determine when maintenance and/or replacement is needed.
- Supervise and keep a record of vehicle maintenance.
- Identify the best person to make repairs, on the basis of costs, quality of work, and warranties.
- Compare the costs of repairing and replacing a vehicle when deciding the more cost effective action.
- Determine if a vehicle needs, and provide:
  - Additional oil
  - Water added to the battery
  - Water or antifreeze added to the radiator
  - More air in the tires
- Provide routine automobile maintenance, such as:
  - Changing the air filter
  - Changing the oil and oil filter
  - Check and adding, if necessary, automatic transmission fluid
  - Flushing and refilling the cooling system
  - Replacing radiator or heater hoses
  - Lubricating chassis and/or wheel bearings
  - Changing tires
- Explain what recourse is available if a vehicle cannot be made to function adequately while under guarantee.
- Teach others how to drive a car, bus, or other vehicle (see Teacher/Trainer).
- Plan and make the arrangements (reservations, tickets, etc.) for group travel.
- Negotiate with transportation and accommodation representatives to obtain the lowest possible costs for a group travel package.